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ABSTRACT

This instructor's manual consists of materials for use in introducing middle and junior high school students to various aspects of the practical health care arts, including health education and communication, prevention, treatment and care, and administration. Included in the first part of the manual are a program master sequence, a listing of various health occupations organized according to job family, and an overview of the competency-based vocational education (CBVE) instructional system for the practical health care arts. The major part of the publication comprises instructor's guide sheets and student task assignment sheets. Provided on each of the guide sheets are a task title, an objective, a discussion of attitudes and values to be developed through the task, an instructor's final checklist, one or more check-out activities, notes and suggestions for the teacher, a listing of references and special tools and equipment, and information to be presented to students. Each of the 40 student task assignment sheets provided contains a task title, an introduction, objectives, one or more learning activities, one or more check-out activities, and a copy of the instructor's final checklist. Appended to the manual are a list of suggested practical arts videotapes, suggested references appropriate for career exploration, and guidelines for addressing students with special needs. (MN)

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Practical Arts
INSTRUCTOR'S MANUAL

HEALTH OCCUPATIONS

COMPETENCY- BASED VOCATIONAL EDUCATION

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PRACTICAL ARTS

Health Occupations

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Secretaries - Keila Gatewood, Renita Van, Sheila Warren

PROGRAM MASTER SEQUENCE

PRACTICAL ARTS

(Health)

CODE NUMBER		MODULE STOCK NUMBER	SLIDE STOCK NUMBER	TAPE STOCK NUMBER
	HEALTH EDUCATION AND COMMUNICATION JOB FAMILY			
PA-H-1	Identify Commonly Used Small Medical Instruments	5-825	*	*
PA-H-2	Describing Commonly Used Large Medical Instruments	5-826	*	*
PA-H-3	Discussing a Common Health Problem	5-827	*	*
PA-H-4	Referring Patients to Proper Health Agencies	5-828	*	*
PA-H-5	Using the Microscope	5-829	*	*
PA-H-6	Identifying Immunizations Required Before Entering School	5-830	*	*
PA-H-7	Using Medical Abbreviations	5-831	*	*
PA-H-8	Using Medical Terms	5-832	*	*
PA-H-9	Transcribing Medical History Reports	5-833	*	*
PA-H-10	Making Anatomic Models	5-834	*	*
	PREVENTION JOB FAMILY			
PA-H-11	Washing the Hands	5-835	*	*
PA-H-12	Brushing the Teeth	5-836	*	*
PA-H-13	Flossing the Teeth	5-837	*	*
PA-H-14	Figuring Calorie Intake	5-838	*	*
PA-H-15	Screening for Visual Acuity	5-839	*	*
PA-H-16	Checking for Hearing Acuity	5-840	*	*
PA-H-17	Screening for Sugar	5-841	*	*
PA-H-18	Identifying the Hazards of Smoking	5-842	*	*
PA-H-19	Identifying Poisonous Household Substances	5-843	*	*
PA-H-20	Administering First-Aid for Poisoning	5-844	*	*
	TREATMENT AND CARE JOB FAMILY			
PA-H-21	Taking Oral Temperatures	5-845	*	*
PA-H-22	Taking Pulse	5-846	*	*
PA-H-23	Counting Respiration	5-847	*	*
PA-H-24	Weighing Patients	5-848	*	*
PA-H-25	Measuring Patients' Height	5-849	*	*
PA-H-26	Recording Basic Patient Data	5-850	*	*
PA-H-27	Using Body Mechanics	5-851	*	*
PA-H-28	Pour and Measure Liquids	5-852	*	*
PA-H-29	Plotting Growth Charts	5-853	*	*
PA-H-30	Distinguishing Among Hospital Diets	5-854	*	*
PA-H-31	Feeding Patients	5-855	*	*
PA-H-32	Applying a Triangular Bandage	5-856	*	*
	ADMINISTRATION JOB FAMILY			
PA-H-33	Scheduling Patients	5-857	*	*
PA-H-34	Greeting Patients and Visitors	5-858	*	*
PA-H-35	Explaining Doctors' Fees	5-859	*	*

PRACTICAL ARTS

(Health)

CODE NUMBER		MODULE STOCK NUMBER	SLIDE STOCK NUMBER	TAPE STOCK NUMBER
PA-H-36	Filing Patients' Records	5-860	*	*
PA-H-37	Retrieving Patients' Records	5-861	*	*
PA-H-38	Completing Birth Records	5-862	*	*
PA-H-39	Figuring Hospital Costs	5-863	*	*
PA-H-40	Preparing Health Insurance Claim Forms	5-864	*	*
PA-H	Perishable	*	*	*
PA-H	Supplemental	*	*	*
PA-H	Instructor's Manual	5-6[illegible]1	*	*

HEALTH OCCUPATIONS

Health Education and Communication Job Family

- Health Teacher
- Health Science Librarian
- School Health Educator
- Rehabilitation Teacher
- Community Health Educator
- Education Therapist
- Dietitian
- Public Health Nurse
- Medical Writer
- Medical Illustrator
- Biological Photographer

Prevention Job Family

- Physician
- Nurse
- Dentist
- Dental Hygenist
- Pharmacist
- Microbiologist
- Veterinarian
- Optometrist

Treatment and Care Job Family

- Nurse Aide
- Orderly
- Medical Assistant
- Physician's Assistant
- Physical Therapist
- Respiratory Therapist
- Medical Laboratory Technician
- Blood Bank Technician
- Dental Laboratory Technician
- Surgical Technologist
- Cardiology Technologist
- Clinical Chemist

Administration Job Family

- Health Services Administrator
- Medical Secretary
- Medical Transcriptionist
- Medical Records Technologist

OVERVIEW OF THE CBVE INSTRUCTIONAL SYSTEM FOR PRACTICAL ARTS

Overview of Program

The purpose of the Practical Arts Education program is to broaden the experiences of middle/junior high school students by providing them with an opportunity to become oriented to the world of work and explore a diversity of career goals in order that they may be better prepared to make decisions on their personal needs and future goals. The Practical Arts program consists of a series of career exploration classes based on the occupational clusters spread over a two-year period. A cruise through each occupational cluster shall include the implementation of three behavioral components or domains.

(A) Cognitive: Students shall survey or cruise the content of the occupational cluster. This survey should include the scope, levels, working conditions, entry requirements, duties performed, opportunities, and related jobs in the occupational cluster.

(B) Psychomotor: Students shall have in each cluster experiences of tasks that will be the same as or similar to those who work in the occupational cluster. These experiences or tasks shall be action oriented, vary with the students' interests, aptitudes, and abilities, and be at various levels of employment within a cluster.

(C) Affective: Students shall receive guidance and the opportunity to systematically apply those knowledges and experiences within the cluster to his/her own interest and abilities, his/her present and future choices, and future occupational decisions and experiences.

The competency-based vocational education curriculum is specifically directed at the psychomotor, activities, experience, or tasks aspect of the Practical Arts program. Teachers are encouraged to augment their lesson plans with cognitive information about the occupational clusters from other sources. The curriuclum here will help specifically in the psychomotor aspect of the program.

Competency-Based Vocational Education

The purpose of this manual is to aid the instructor in implementing a competency-based instructional program. It is intended as a guide and resource for the teacher using CBVE materials. The materials in any occupational area have several common elements, particularly their purpose and their format, which will be discussed later.

Regardless of the delivery system used to implement it, CBVE is based on the concept of competencies. That is to say, it is an instructional system in which: (1) the competencies for specific occupations are built around tasks validated by incumbent workers; (2) instruction is designed around performance objectives based on the worker tasks; (3) students are held accountable for meeting the specified minimum standards of performance required for entry-level jobs.

These instructional materials have been developed by Kentucky teachers. They have attempted to provide relevant learning activities and performance objectives which include: (1) the skills (or tasks) which the student must learn; (2) the conditions under which the student must perform; and (3) the standard or level of achievement to which the student must perform.

The purpose of the Curriculum Unit (CBVE) is to develop and assist the implementation of competency-based instructional materials. The Unit is located at:

1910 Capital Plaza Tower
Frankfort, KY 40601

To facilitate the implementation of CBVE materials, a person has been identified in each vocational region as a CBVE Contact Person. Please address any problems or concerns about your CBVE program to your Regional Contact Person.

By the time you receive your CBVE materials, you should have attended a workshop for teachers implementing CBVE materials. The Inservice Education modules, which were distributed at the workshop, are your greatest source of suggestions for setting up and managing a CBVE program. For more detailed information, consult your inservice modules or your Regional Contact Person.

Using the Instructor's Manual

This Instructor's Manual is divided into two sections: introductory materials and Instructor's Guide to Learning Activities. The introductory materials include, among other things, the Program Master Sequence. It contains a listing of the task assignment sheet and slide/tape titles, code numbers, and stock numbers.

You can use the Program Master Sequence as a quick reference guide to the contents of the instructional program, as well as a checklist for insuring that all materials have been received. The code numbers and stock numbers serve as a guide to ordering additional materials.

The Instructor's Guide to Learning Activities is the heart of this manual, because it contains a brief listing of the contents of each task assignment sheet with suggestions for its use. It is suggested that you insert the corresponding task assignment sheet behind the Guide Sheets so you will have the complete program in one place.

Format is consistent throughout all CBVE programs in that the materials contain the same basic components:

Introduction - tells the student what he/she will learn and why it is important.

Objective - clearly states what the student is expected to know or do, under what conditions, and how well.

Learning Activities - a "road map" for the student to follow in going through the task assignment sheets; list the various activities the student will perform in learning the task.

Instructor's Final Checklist - tells the student and the instructor exactly what the student will be evaluated on in the check-out activity; the instructor uses this sheet to rate the student's performance.

Check-Out Activities - tells the student what he/she will be asked to do for the final test or performance.

The Instructor's Guide Sheets in this manual present the essential information in capsule form. In addition, they list: the recommended references and audio-visuals; attitudes and values to be developed; notes and suggestions for instruction; alternate activities for students; necessary tools and equipment; and space for teacher's notes.

The task assignment sheets are designed to be left intact. Students should be reminded not to write on any of the pages. In some cases, they will be required to obtain duplicates or sheets like the ones shown. These are often student self-checks. They can be filed in a folder and can be obtained as needed.

The Instructor's Final Checklist is another page that should not be written on. It should remain in the task assignment sheet although you may want to make additional copies of it to place in students' folders.

INSTRUCTOR'S GUIDE TO LEARNING ACTIVITIES

IDENTIFYING COMMONLY USED SMALL MEDICAL INSTRUMENTS

OBJECTIVE

USING a medical supply catalog,

IDENTIFY COMMONLY USED SMALL MEDICAL INSTRUMENTS AND EXPLAIN THEIR USES.

YOU SHOULD identify and correctly explain the use of at least ten instruments.

ATTITUDES AND VALUES TO BE DEVELOPED

-- Students will realize that the purpose of health occupations is to benefit the physical, mental, and emotional needs of human beings. In order to best serve these needs, a vast variety of medical instruments has been created.

CONTENTS

Instructor's Final Checklist	Learning Activity Number
IDENTIFYING COMMONLY USED SMALL MEDICAL INSTRUMENTS	3

CHECK-OUT ACTIVITIES

Using a medical supply catalog, list at least ten commonly used small medical instruments and explain their uses.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students write a brief report describing some small instruments used during a personal medical examination.		
2	Divide the class into small groups. Have each group obtain a medical supply catalog. Supply a list of suggested catalogs. You may invite a person from the health field to demonstrate the use of some small medical instruments.	Suggested Sources: Representative of a medical supply company Local doctor School nurse. Red Cross worker Purchasing agent, local hospital Suggested Resource Persons: Physician Nurse Dentist Laboratory Technician	
3	Using the medical supply catalogs, have students list at least ten commonly used small medical instruments. NOTE: Emphasize the listing of instruments as opposed to equipment. (See the list of small medical instruments.) Use the Instructor's Final Checklist to evaluate each list.	"Some Commonly Used Small Medical Instruments" (in this section) Medical supply catalogs Instructor's Final Checklist* (Master copy in this section.)	

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*A master copy of the Instructor's Final Checklist is included with each task assignment sheet.

SOME COMMONLY USED SMALL MEDICAL INSTRUMENTS

Patient Care

Blood pressure cuff (sphygmomanometer)
Stethoscope
Percussion hammer
Flashlight
Otoscope (ear)
Ophthalmoscope (eye)
Thermometer
Emeses basin
Injection syringes
Aneroid manometer
Anal speculum
Scissors--bandage; operating; iris; Str.
Forceps--Kelly, Str.; Kelly, Crd.; sponge; thumb; tissue
Catheter
Nasal speculum
Scales
Tape measure

Medical Diagnostic

Beaker
Flask
Graduated cylinder
Petri dish
Pipette
Slide
Test tube
Medicine glass
Bunsen burner
Microscope
Funnel

Instructor's Final Checklist

IDENTIFYING COMMONLY USED SMALL MEDICAL INSTRUMENTS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In identifying commonly used small medical instruments, the student:

	Accomplished	Not Accomplished
1. Listed at least ten instruments....................	[ ]	[ ]
2. Correctly explained the use of each instrument.......	[ ]	[ ]

DESCRIBING COMMONLY USED LARGE MEDICAL EQUIPMENT

OBJECTIVE

USING reference materials,

PREPARE AND GIVE A BRIEF REPORT ON A PIECE OF LARGE MEDICAL EQUIPMENT.

YOUR REPORT should include the name, basic features, and purpose of the equipment.

ATTITUDES AND VALUES TO BE DEVELOPED

Students will appreciate the advances that have been accomplished in medical equipment during this century.

CONTENTS

Instructor's Final Checklist	Learning Activity Number
DESCRIBING COMMONLY USED LARGE MEDICAL EQUIPMENT	3

CHECK-OUT ACTIVITIES

Give a brief report on the piece of large medical equipment that you chose in Learning Activity 2.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Make medical supply catalogs available. Have students review them and identify five pieces of large medical equipment. You may prefer to provide a list of large medical equipment. (See the reference at right.) You may want to arrange for small groups of students to visit the hospital and/or medical laboratory to observe some of the equipment being used.	Medical supply catalogs "Some Commonly Used Large Medical Equipment" (in this section)	
2	Have each student choose one piece of equipment identified in Learning Activity 1, and conduct research to determine its basic features and purpose.	Suggested References: Medical supply catalogs Medical journals Unabridged dictionary Encyclopedia Notes taken during observation visit	
3	Have students give a brief report on the piece of equipment chosen in Learning Activity 2. Use the Instructor's Final Checklist to evaluate each report.	Notes taken in Learning Activity 2 Instructor's Final Checklist	

SOME COMMONLY USED LARGE MEDICAL EQUIPMENT

Auto-Analyzer Recorder
Electrocardiograph Machine
Electroenpcehalograph Machine
Radioscopic Equipment--Scintillation Detector, Scanners
Heart-Lung Machine
Kidney Dialysis Machine
Vectorcardiograph, Vasograph
Intermittent-Positive-Pressure Breathing Machine (Bennett Machine)
Radiation Equipment
Microhematocrit
Hot-Air Oven
Water Bath
Incubator

Instructor's Final Checklist

DESCRIBING COMMONLY USED LARGE MEDICAL EQUIPMENT

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In describing a piece of commonly used large medical equipment, the student:

	Accomplished	Not Accomplished
1. Gave its name	[ ]	[ ]
2. Described some of its basic features	[ ]	[ ]
3. Explained its purpose	[ ]	[ ]

DISCUSSING A COMMON HEALTH PROBLEM

OBJECTIVE

USING research information,

PARTICIPATE IN A PANEL DISCUSSION OF A COMMON HEALTH PROBLEM.

THE DISCUSSION will be rated in accordance with the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED

--Students will have compassion for victims of health problems.

CONTENTS

Instructor's Final Checklist	Learning Activity Number
DISCUSSING A COMMON HEALTH PROBLEM	4

CHECK-OUT ACTIVITIES

You will participate in a panel discussion with the group you worked with in Learning Activity 2. Make a brief presentation on the topic you chose in Learning Activity 3.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students bring newspaper and magazine clippings about common health problems.	Newspaper and magazine clippings	
2	Divide the class into groups of five. Have each group select one of the newspaper clippings. (Assure that each group chooses a different health problem.) Using the five topics listed under (b), have each group conduct research. NOTE: This is a good time to invite resource persons to talk about some specific common health problems. When sufficient information has been gathered, have each group compile it for each of the topics.	Suggested References: Pamphlets available in physician's offices Medical journals Newspapers and magazines TV health programs Suggested Resource Persons: Physician (private or public health) Nurse (private or public health)	
3	While the students are still working in the same small groups, you should have members plan a panel discussion on the health problem selected. Each member is to prepare a brief presentation for one of the topics in Learning Activity 2 (b) and to make a visual aid, such as a chart or poster, to accompany his/her presentation.		

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
4	Have each panel discuss the common health problem it selected in Learning Activity 2. Use the Instructor's Final Checklist to evaluate each panel discussion.	Instructor's Final Checklist	

Instructor's Final Checklist

DISCUSSING A COMMON HEALTH PROBLEM

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In discussing a common health problem, each panel:

	Accomplished	Not Accomplished
1. Commented on the following:		
a. Type of health problem--mental, emotional, physical	☐	☐
b. Personal characteristics of the typical victim	☐	☐
c. Probable causes of the problem	☐	☐
d. Symptoms of the problem	☐	☐
e. Treatment of the problem	☐	☐
2. Used visual aids relating to each of the above topics	☐	☐

REFERRING PATIENTS TO PROPER HEALTH AGENCIES

OBJECTIVE

GIVEN case descriptions of patients with health problems,

IDENTIFY A LOCAL HEALTH AGENCY THAT CAN DEAL WITH EACH PROBLEM.

YOU SHOULD identify the proper agency for at least 80% of the cases.

ATTITUDES AND VALUES TO BE DEVELOPED

--Students will be concerned that their community can provide adequate health care.

CONTENTS

Instructor's Final Checklist	Learning Activity Number
REFERRING PATIENTS TO PROPER HEALTH AGENCIES	4

CHECK-OUT ACTIVITIES

Your teacher will provide case descriptions.

Write the name of a local health agency that can deal with the health problem in each case.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have the class select the cast for the play. As the play is performed, have the other students list health problems as they are mentioned. Discuss health problems present in your community.	Play, "Community Action to Protect People's Health" (in this section)	
2	Show the transparency on community health services. Have the class identify the kinds of services available locally. You may want to investigate community resources in regard to health career youth clubs. If one of these organizations has been established, invite a member to talk with the class about the purpose and advantages of being a member.	Transparency "Community Health Services" (Master copy is in this section.)	
3	Duplicate a copy of the survey form for each two students. Have the pair of students complete the form. Discuss the answers in class.	"Survey of Community Health Services" (Master copy is in this section.)	
4	Develop several case descriptions of patients with health problems. Describe the economic status, health problem, and other information that would help determine which health agency could best deal with the problem.	Case descriptions	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	Provide a copy of the cases to each student, and have him/her identify the local health agency and the best equipment to handle the referral.		
	Use the Instructor's Final Checklist to evaluate each student.	Instructor's Final Checklist	

PLAY

COMMUNITY ACTION TO PROTECT PEOPLE'S HEALTH

Setting: City council meeting room.

Equipment:
Table
Chairs
Flip chart

Points to bring out:
1. The role of public health
2. Attitudes toward health
3. Community's responsibility to protect health

Characters: Mayor Cartwell

Councilmen:
Jones
Bennett
Carson
Martin
Davidson
Parks

Recording secretary

Public health officer: Dr. Radcliff

Citizens:
I Mr. Belt
II Mrs. Jetter
III Mr. Irvine
IV Mrs. Raney

COMMUNITY ACTION TO PROTECT PEOPLE'S HEALTH

Place: City council room

Time: 7:00 P.M.

Scene: The mayor and city council members are seated around the council table. A secretary is present to record the minutes of the meeting. The topic of the meeting is the annual budget. Dr. Radcliff, the local health officer, and a number of other citizens are also present. The mayor has called the meeting to order.

Mayor Cartwells's address to audience:

"It is a pleasure to see so many people here tonight. As you all know, the council is meeting to decide upon the budget for the public health department. If it is agreeable with everyone, we will dispense with the reading of the minutes and get right to the business of deciding on Dr. Radcliff's budget request."

Councilman Bennett: "I so move."

Councilman Jones: "I second the motion."

Mayor: "It has been moved and seconded that we dispense with the reading of the minutes. Any discussion?" (The mayor waits for a response. As everyone remains silent, he calls for a vote. All councilmen say "aye." The meeting proceeds. The councilmen begin shuffling papers and examining the figures that Dr. Radcliff has given them.)

Councilman Parks: "It seems to me that Dr. Radcliff is asking for an exorbitant amount of money."

Councilman Davidson: "I quite agree." (He pauses, then continues.) "If this budget is approved, we would have to raise taxes another ten percent." (Dr. Radcliff indicates he wants to speak. The mayor recognizes him and Dr. Radcliff begins to speak.)

Dr. Radcliff: "Honorable Mayor and Councilmen, I realize the amount of money requested is more than other years. However, I would like to point out that recent community health conditions in Central City have been deteriorating and action is needed if we are to have healthy citizens."

Councilman Carson: "Seems to me that I see a lot of healthy people around. If any one gets sick, we have a fine hospital where they can go to get well."

Dr. Radcliff: "If you will excuse me for saying so Councilman Carson, our goal should be to keep people well."

Councilman Carson: "Humph, humph, I suppose so. But, the city can't afford to spend 1.5 million dollars on health services."

Mr. Belt, speaking in an angry tone: "I wish to point out to councilman Carson that if money isn't spent for health purposes, then the city is headed for a lot of trouble. Five children in one neighborhood have already been bitten by rats. We have had three cases of meningitis in another neighborhood."

Councilman Bennett: "I sympathize with the problems, but it's imperative that we have new streets, and money has to be spent for some new parks."

Mrs. Jetter: "In other words councilman, streets and parks are more important than people's health."

Councilman Bennett: "Now, now, Mrs. Jetter, I wouldn't say that. It's just that $50,000 is too much to spend on rodent control when we need so many other things for our city. As far as the meningitis is concerned, I believe the source of this disease has already been taken care of so we don't need to worry about that anymore."

Councilman Davidson, turning to mayor: "Why not have Dr. Radcliff explain his reasons for wanting so much money?"

Mayor Cartwell speaks to Dr. Radcliff: "Let us hear your explanation for the budget request."

Dr. Radcliff stands up and moves to flip board. (He has brought with him charts and graphs to illustrate results of a recent survey.) Dr. Radcliff begins to speak, "What I am about to show you is a result of a recent survey we conducted concerning our community's health needs" (points to first chart). "During the past two years there has been a five percent increase in infant death rates and a two percent increase in infants born with mental retardation. The nurses' follow-up on these cases clearly indicates that the chief reason is the expectant mother's lack of knowledge and understanding of nutrition and the prenatal care. We must have resources to expand our maternal and well-child clinics if we are to have healthy future citizens. Next, approximately fifty percent of our high school students have venereal disease. Our department has managed to treat thirty-five percent of these cases, but unless more efforts are made to find and treat every case, we will continue to have a high rate of venereal disease."

Councilman Bennett interrupts and asks Dr. Radcliff, "Aren't your figures misleading? This is the first time I've heard of any such problems."

Mrs. Raney speaks: "I'd like to back up Dr. Radcliff's report. Anyone who reads the paper would know about the severity of venereal diseases. As for the maternal and infant problem, well, I've been working with a great many expectant mothers and I can assure you the problem is acute."

Mayor Cartwell:"Let us have Dr. Radcliff continue."

Dr. Radcliff: "We have an increase in respiratory diseases due to air pollution."

Councilman Jones interrupts. "You mean due to smoking don't you?"

Dr. Radcliff: "Smoking may be part of the problem. But I would remind the councilman that during the ten days the city was shrouded in smog we had twenty-five cases of smog-related respiratory diseases. Ten of these cases were elderly people. The other fifteen are still incapacitated and unable to work."

Councilman Parks: "Well, we certainly can't make industry mad at us."

Mr Irvine jumps to the floor. "What do you mean make industry mad? The Clean Air Act was passed almost ten years ago. Why haven't our industries complied with the law?" (At this point everyone starts talking. The citizens are shouting angry words at the councilmen who, in turn, try to defend their position. It takes the mayor nearly five minutes to restore order.)

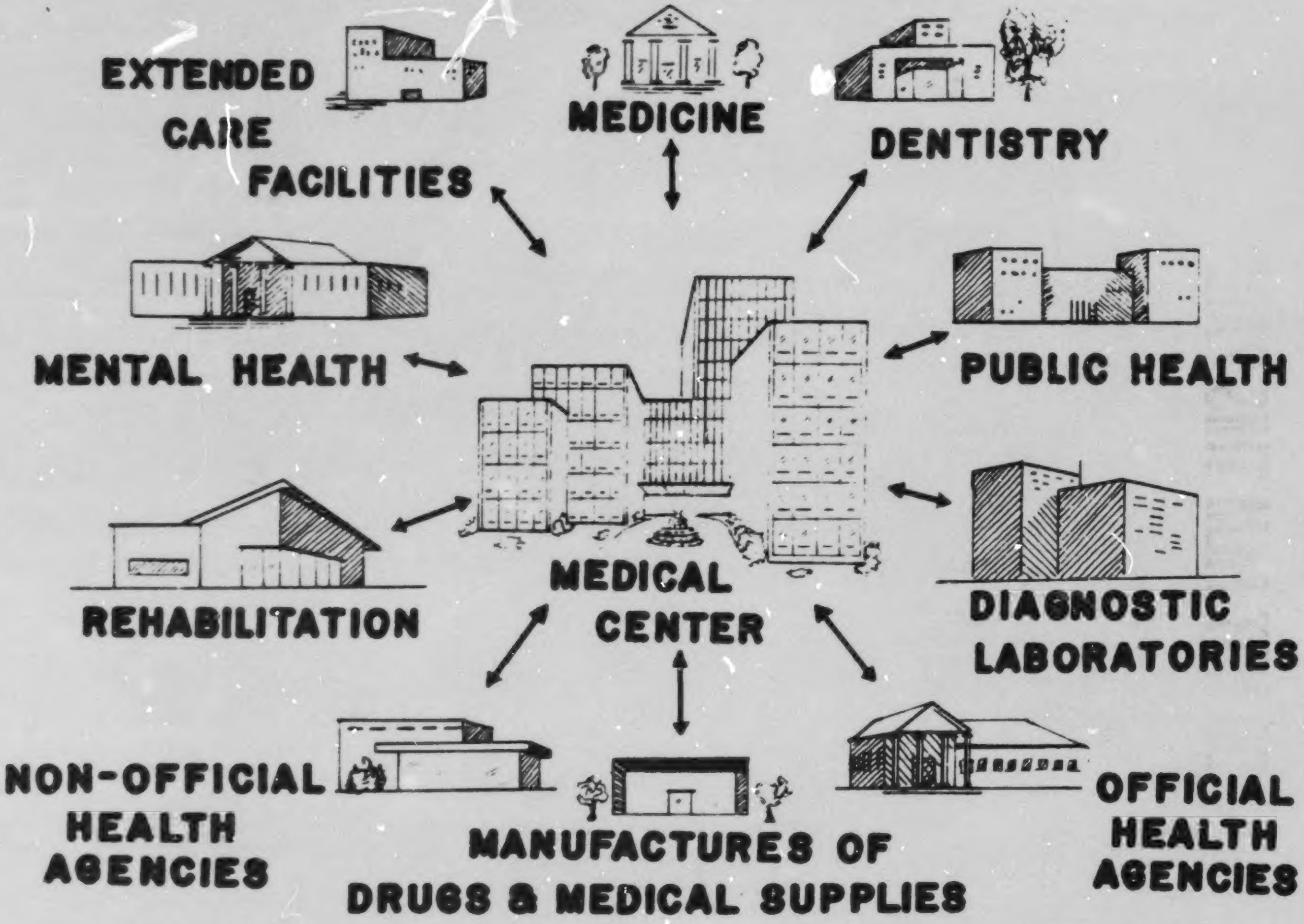
Mayor Cartwell speaks after everyone is quiet. "Proceed Dr. Radcliff."

Dr Radcliff: "There is a great deal of work to be done on our sanitation facilities. Sure we have meningitis under control, but tomorrow we may have an outbreak of infectious hepatitis, typhoid, or amoebic dysentery. The city's sanitation is obsolete. Keep in mind, our population has more than doubled but nothing has been done about increasing our sanitation facilities." (Everyone in the room begins talking again. The mayor and councilmen are huddled in a group discussing the situation.)

Coucilman Bennett and Carson are opposed to spending money to improve the sanitation system. Finally the mayor speaks.

Mayor Cartwell: "Let us put the question to the people here." (Then he asks everyone to be quiet and speaks.) "Which would you rather have, new parks or see the money spent on protecting the people's health?" (Everyone cries out, "We want a healthy community." After this the budget is approved.)

COMMUNITY SERVICES


EXTENDED
CARE
FACILITIES
MEDICINE
DENTISTRY
MENTAL HEALTH
PUBLIC HEALTH
MEDICAL
CENTER
REHABILITATION
DIAGNOSTIC
LABORATORIES
NON-OFFICIAL
HEALTH
AGENCIES
MANUFACTURES OF
DRUGS & MEDICAL SUPPLIES
OFFICIAL
HEALTH
AGENCIES

[illegible] INST MATL LAB, UK 999-1

Master Copy for Learning Activity 3 Task Assignment Sheet PA-H-4

SURVEY OF COMMUNITY HEALTH SERVICES

Identify the health agencies listed below that are located in your community. Write the proper name and primary function of each agency you identify.

AGENCY	LOCAL	FUNCTION
1. Hospitals		
a. Community	________	________
b. State	________	________
c. Federal	________	________
2. Nursing homes	________	________
3. City or county health department	________	________
4. Medical laboratory (including x-ray)	________	________
5. Clinics	________	________
6. Environmental health agencies	________	________
7. Optical companies	________	________
8. American Red Cross Association	________	________
9. World Health Organization	________	________
10. Pharmacy (drug store)	________	________
11. Medical supply company	________	________
12. Small animal hospital	________	________
13. American Cancer Society	________	________
14. School health	________	________
15. National institutes for health	________	________
16. Offices	________	________
17. Rescue unit	________	________
18. Health Planning Council	________	________

Instructor's Final Checklist

REFERRING PATIENTS TO PROPER HEALTH AGENCIES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student identified the proper health agencies for at least 80% of the health problems listed..................	[ ]	[ ]

USING THE MICROSCOPE

OBJECTIVE

GIVEN a prepared slide and a microscope,

USE THE MICROSCOPE TO EXAMINE AND TO MAKE A DRAWING OF THE OBJECT MOUNTED ON THE SLIDE.

YOU SHOULD operate the microscope in the proper manner. YOUR DRAWING should show details of the object.

ATTITUDES AND VALUES TO BE DEVELOPED

--Students will realize that equipment used in the health field is extremely delicate and must be operated in the prescribed manner.

CONTENTS

Instruction Sheet	Learning Activity Number
I. USING THE MICROSCOPE	1
Instructor's Final Checklist	
USING THE MICROSCOPE	5

CHECK-OUT ACTIVITIES

Your teacher will provide a prepared slide.

Put it on the microscope and make a detailed drawing of the object mounted on the slide.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Describe the principal parts of the microscope. Include the following parts: Eyepiece Coarse adjustment Fine adjustment Low power objective Intermediate objective Stage Stage clips A science or biology book may be used as reference.	Microscope	
2	Have the class read Instruction Sheet I. Discuss the steps in operating the microscope.	Instruction Sheet I	
3	Demonstrate how to operate a microscope, or invite a resource person to visit the class and give a demonstration.	Microscope Slide Suggested Resource Persons: Physician Health Laboratory Personnel	
4	Have a prepared slide and a microscope available. Have students place the slide on the microscope and manipulate the microscope properly. (NOTE: The microscope should be out of focus each time a student begins his/her practice.)	Microscope Prepared slide Instruction Sheet I	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	Have several prepared slides available. (NOTE: You may prefer that students prepare the slides. They may use hair or scrapings from the mouth, scalp, fingernails, etc.) Let the students work in pairs at the microscope. Have each of them make a drawing of the object mounted on the slide. (They can take turns viewing the slide.) Use the Instructor's Final Checklist to rate each student's performance.	Prepared slides Microscope Paper and pencils Instructor's Final Checklist	

Instructor's Final Checklist

USING THE MICROSCOPE

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In using the microscope, the student:

	Accomplished	Not Accomplished
1. Operated the microscope in the proper manner.........	☐	☐
2. Made a detailed drawing of the object mounted on the slide..	☐	☐

IDENTIFYING THE TEST AND IMMUNIZATIONS REQUIRED BEFORE ENTERING SCHOOL

OBJECTIVE

GIVEN a list of diseases,

IDENTIFY THOSE DISEASES, FOR WHICH CHILDREN ARE REQUIRED BY LAW TO BE TESTED AND IMMUNIZED BEFORE ENTERING SCHOOL.

YOU SHOULD identify all diseases.

ATTITUDES AND VALUES TO BE DEVELOPED

--Students will appreciate the strides that have been made in controlling outbreaks of some of the common communicable diseases in our schools.

CONTENTS

Instructor's Final Checklist	Learning Activity Number
IDENTIFYING THE TEST AND IMMUNIZATIONS REQUIRED BEFORE ENTERING SCHOOL	5

CHECK-OUT ACTIVITIES

Your teacher will provide a list of diseases.

Identify those diseases for which children are required by law to be tested and immunized before entering school.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students find information about outbreaks of communicable diseases and share it in class; AND/OR Invite the school nurse to talk about incidents of communicable diseases in school.	Publications and/or programs about outbreaks AND/OR School nurse	
2	Divide the class into small groups. Have each group research a common communicable disease, such as smallpox, polio, bubonic plague, diphtheria, and tuberculosis, before immunization for the disease was discovered. Have the group report briefly on the effects of the disease on the population.	Suggested reference materials: Health books History books	
3	Conduct a class discussion on the importance of immunizing children before they start to school		
4	Make copies of KRS 214.034 and 214.036, and make them available to the students. Have students identify the diseases for which children must be tested and immunized before entering school. Also, have them determine the exceptions to the requirements. Discuss the information in class	Copy of the law on Compulsory Immunization (KRS 214.034 and 214.036) (Master copy is in this section.)	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	Make a list of a number of diseases, including the ones which are listed in KRS 214.034 and 214.036. Provide a copy for each student. Have students identify the diseases for which children are required by law to be tested and immunized before entering school. Use the Instructor's Final Checklist to evaluate each student.	List of diseases Instructor's Final Checklist	

COMPULSORY IMMUNIZATION

214.032 Definition for KRS 158.035, 214.010, 214.020 and 214.032 to 214.036

As used in KRS 158.035, 214.010, 214.020 and 214.032 to 214.036 the term "child" means a person under eighteen (18) years of age.

HISTORY: 1968 H 420, § 1, eff. 6-13-68
1962 c 95, § 1

214.034 Immunization of children

Except as otherwise provided in KRS 214.036, all parents, guardians, and other persons having care, custody or control of any child shall have the child tested for tuberculosis and immunized against diphtheria, tetanus, poliomyelitis, pertussis, rubeola, and rubella in accordance with testing and immunization schedules established by regulations of the department for human resources and shall have any child found to be infected with tuberculosis tested, examined and treated according to regulations of the department for human resources. Such persons shall also have booster immunizations administered to the child in accordance with the regulations of the department for human resources.

OAG 76-255. Regulation 704 KAR 4:020, Section 2(3)(a) and (b), requires a certificate of immunization upon enrollment in or transfer into any school district. Tuberculosis testing and immunization requirements are applicable to children at the time they enter a school system. For some this date of entry may come after a transfer from another school district.

OAG 74-758. A chiropractor is not a physician who can exempt a child from immunization.

214.036 Exceptions to testing or immunization requirement

Nothing contained in KRS 158.035, 214.010, 214.020, 214.032 to 214.036 and 214.990 shall be construed to require the testing for tuberculosis or the immunization of any child at a time when, in the written opinion of his attending physician, such testing or immunization would be injurious to the child's health. Nor shall KRS 158.035, 214.010, 214.020, 214.032 to 214.036 and 214.990 be construed to require the immunization of any child whose parents are opposed to medical immunization against disease, and who object by a written sworn statement to the immunization of such child on religious grounds. Provided, however, that in the event of an epidemic in a given area, the department for human resources may, by emergency regulation, require the immunization of all persons within the area of epidemic, against the disease responsible for such epidemic.

*Taken from Kentucky School Law.

Instructor's Final Checklist

IDENTIFYING THE TEST AND IMMUNIZATIONS REQUIRED BEFORE ENTERING SCHOOL

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student identified all the diseases for which, by law, children must be tested and immunized......................	[ ]	[ ]

USING MEDICAL ABBREVIATIONS

OBJECTIVE

GIVEN a patient's chart using medical abbreviations,

TRANSCRIBE THE CHART.

YOU SHOULD transcribe the chart with 100% accuracy.

ATTITUDES AND VALUES TO BE DEVELOPED

--Students will realize that accuracy in the recording and reading of abbreviations in medical reports is of extreme importance.

CONTENTS

Instruction Sheet	Learning Activity Number
I. FREQUENTLY USED MEDICAL ABBREVIATIONS	1
Instructor's Final Checklist	
USING MEDICAL ABBREVIATIONS	4

CHECK-OUT ACTIVITIES

Your teacher will provide a patient's chart using medical abbreviations.

Write out all the information on the chart. Do not write abbreviations, but give their meanings.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have the students study the abbreviations in Instruction Sheet I.	Instruction Sheet I	
2	Dictate the words and phrases in Instruction Sheet I, and have the students write the abbreviations. Have students read back their transcriptions.	Instruction Sheet I	
3	Have each student compare several sentences using medical abbreviations. Have them exchange papers and read each other sentences.		
4	Compose several patient charts. Distribute one to each student, and have him/her transcribe it. Use the Instructor's Final Checklist to evaluate each student.	Patient charts (See sample in this section) Instructor's Final Checklist	

SAMPLE PATIENT CHART

July 20, 19-- CC pain in
upper abd. N+V noc.
NPO. Exam by Dr.
Jans. CBC done.
Placed on I.V. @ 10:00 A.M.
Reports feeling much better.

Instructor's Final Checklist

USING MEDICAL ABBREVIATIONS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student transcribed the patient's chart with 100% accuracy..	[ ]	[ ]

USING MEDICAL TERMS

OBJECTIVES

GIVEN a list of twenty word origins and definitions,

MATCH EACH WORD WITH ITS DEFINITION.

YOU SHOULD match at least eighteen words with the correct definitions.

ATTITUDES AND VALUES TO BE DEVELOPED

--Students will realize that by learning word origins they will better be able to understand the meanings of a variety of medical terms.

CONTENTS

	Learning Activity Number
Instruction Sheets	
I. ORIGIN OF MEDICAL TERMS	1
Instructor's Final Checklist	
USING MEDICAL TERMS	4

CHECK-OUT ACTIVITIES

Your teacher will provide a list of word origins and definitions.

Match each word with the correct definition.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students study the terms in Instruction Sheet I. Have the class make other terms by combining the word origins.	Instruction Sheet I	
2	Divide the class into several groups. Provide each group a supply of cards, and have the members write terms taken from Instruction Sheet I on the cards --one term per card. When the cards have been prepared explain that the group is ready to play a medical terms game. Directions: Choose a score keeper and a monitor (to assure correct answers). Place stack, terms down, in center of group. Members take turns drawing the top card and giving the definition of the term. A score keeper keeps score. A correct answer is worth one point; an incorrect one receives no points.	3 x 5 card Markers Instruction Sheet I	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	The group continues playing until the cards have all been drawn. The winner is the individual with the most points.		
3	Have students write short stories using some of the terms given in Instruction Sheet I. Allow time for each student to read his/her story in class.	Instruction Sheet I	
4	Prepare a list of twenty word origins with definitions included under the word list. (Notice that the list includes more than one word in each example.) (Arrange words and definitions in random order to avoid their being in the same sequence.) Provide each student a copy. Have the students match each word with the correct definition. Use the Instructor's Final Checklist to evaluate each student.	Word and definition list (taken from all words in Instruction Sheet I.) Instructor's Final Checklist	

Instructor's Final Checklist

USING MEDICAL TERMS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student correctly matched at least eighteen of the word origins with their definitions........................	[ ]	[ ]

TRANSCRIBING A MEDICAL HISTORY REPORT

OBJECTIVES

GIVEN dictation and a basic outline for preparing a medical history report,

TRANSCRIBE THE DICTATION AND PREPARE THE MEDICAL HISTORY REPORT.

YOUR REPORT should include appropriate and accurate information for each basic part.

ATTITUDES AND VALUES TO BE DEVELOPED

Students will understand that doctors can often make a more accurate diagnosis and provide better care when a detailed medical history report is available.

CONTENTS

	Learning Activity Number
Instruction Sheets	
I. PREPARING A MEDICAL HISTORY REPORT	1
Instructor's Final Checklist	
TRANSCRIBING A MEDICAL HISTORY REPORT	3

CHECK-OUT ACTIVITIES

Your teacher will give you a basic outline for a medical history report. He/she will also provide dictation of the information that goes in the report.

Write down the information as it is dictated, and use it to complete the outline.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have the class study Instruction Sheet I. Conduct a discussion about each part of the report. Have students give other examples.	Instruction Sheet I	
2	Have each student prepare a personal medical history report which follows the basic outline. Let students share some of their information in class.	Instruction Sheet I	
3	Write a narration for a medical history report. (Follow the format in Instruction Sheet I.) It may be taped or read orally to the class, whichever you prefer. Duplicate a copy of the basic outline for each student, or write it on the chalkboard and have the students copy it. Present the dictation. NOTE: It must be presented at a rate that allows the students to write in long hand. Have the student transcribe the dictation and use the information to complete the basic outline. Use the Instructor's Final Checklist to evaluate each report.	Basic Medical History Report Outline (Master Copy in this section.) Narration for a medical history report Instructor's Final Checklist	

Instructor's Final Checklist

TRANSCRIBING A MEDICAL HISTORY REPORT

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In preparing a medical history report, the student:

	Accomplished	Not Accomplished
1. Transcribed all information accurately....................	[ ]	[ ]
2. Included appropriate information for each basic part......	[ ]	[ ]

Check-Out Activity

TRANSCRIBING A MEDICAL HISTORY REPORT

MEDICAL HISTORY REPORT

PATIENT IDENTIFICATION:

CHIEF COMPLAINT:

PRESENT ILLNESS:

PAST HISTORY:

PERSONAL HISTORY:

FAMILY HISTORY:

REVIEW OF SYSTEMS:

MAKING AN ANATOMIC MODEL

OBJECTIVES

USING a sketch, modeling clay, small tubing, knife, red and blue coloring, eye dropper, and instructions,

MAKE A MODEL OF A HEART.

YOUR MODEL will be rated in accordance with the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED

--Students will take pride in producing a well-made product.

CONTENTS

Instruction Sheets	Learning Activity Number
MAKING AN ANATOMIC MODEL	3

CHECK-OUT ACTIVITIES

Your teacher will provide the necessary supplies and instructions for making a model heart.

Make a model of the sketch you prepared in Learning Activity 2.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have student find pictures or models of the exterior and interior of the heart.	Health books Dictionary Encyclopedia Health/Biology Classroom Medical Laboratory	
2	Have each student make a sketch of the exterior and interior parts of the heart.	Pictures or models of the heart	
3	Contact the director of nursing in your local hospital to secure plastic and polyethylene tubing for students to use as veins and arteries. This tubing is used to give intravenous feeding to paients and is discarded after it has been used. However, with proper cleaning, this disposable item can be used as a teaching tool. To clean: --Soak tubing for 30 minutes in a detergent solution to which 1/2 cup of clorox has been added. --Rinse thoroughly in cold water. --Hang tubing to dry. Plastic straws can be used for the veins and arteries by wrapping clay around the ends to hold them together.	Sketches of heart models Modeling clay Cake coloring-red and blue Small tubing or plastic straws Knife Eye dropper Instructions for Making a Model Heart (Master Copy in this section). Instructor's Final Checklist	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
3	Duplicate copies of the instructions and make them available to students. Give each student the necessary supplies. Have students construct a heart model, using the sketch they prepared in Learning Activity 2. Use the Instructor's Final Checklist to check each model.		

Instructor's Final Checklist

MAKING AN ANATOMIC MODEL

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's heart model:

	Accomplished	Not Accomplished
1. Duplicated the shape of the heart	☐	☐
2. Included heart chambers	☐	☐
3. Included heart valve	☐	☐
4. Included veins and arteries in the proper positions	☐	☐
5. Had tubes exposed 2" to 3" at the top of the heart	☐	☐
6. Included a coronary artery wrapped around the heart	☐	☐
7. Showed the proper coloring in the veins and arteries	☐	☐

Check-Out Activity

INSTRUCTIONS FOR MAKING A MODEL HEART

1. Work a piece of modeling clay into the shape of the heart.
2. After clay has been molded, cut the model down the center for the next step.
3. Scoop out heart chambers and design heart valve.
4. Using 4-5 inches of plastic tube to represent veins and arteries, place the pieces in the proper positions where the pulmonary vein, the artery, and the aorta are located.
5. Put the two half pieces together making sure the plastic tubes are well exposed at the top of the heart (2-3 inches should be exposed). Smooth model to a smooth surface.
6. Use a piece of tubing to wrap around the heart to represent the coronary artery.
7. Use an eyedropper and inject red cake coloring into tubes representing the arteries, and blue cake coloring into tubes representing the veins.

WASHING HANDS

OBJECTIVES

GIVEN hand washing facilities, soap, and paper towels,

WASH YOUR HANDS.

YOUR PERFORMANCE will be rated in accordance with the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED

--Students will be aware of the importance of proper hand washing techniques in regard to a patient's safety and well being.

CONTENTS

	Learning Activity Number
Instruction Sheets	
I. WASHING YOUR HANDS PROPERLY	1
Student Self-Check	
I. WASHING YOUR HANDS PROPERLY	2
Instructor's Final Checklist	
WASHING HANDS	4

CHECK-OUT ACTIVITIES

You will be provided hand washing facilities and the necessary supplies.

Wash your hands.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have the class read Instruction Sheet I. Discuss each step in the hand washing technique.	Instruction Sheet I	
2	Have students complete the Student Self-Check.	Student Self-Check I	
3	Have students practice washing their hands. You may assign small groups of student to the school facilities, or you may prefer to have each student practice at home.	Hand washing facilities Soap Paper Towels	
4	Have each student demonstrate the hand washing technique. Use the Instructor's Final Checklist to rate each performance. NOTE: You may consider having students demonstrate hand washing at home and request that a family member complete the Instructor's Final Checklist.	Handwashing facilities Soap Paper towels Instructor's Final Checklist	

Instructor's Final Checklist

WASHING HANDS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In the process of washing his/her hands, the student	☐	☐
1. Removed rings and watch and rolled sleeves above the elbow	☐	☐
2. Did not allow the clothing or body to touch sink and used a paper towel to turn on the water	☐	☐
3. Adjusted the temperature and regulated the flow of water	☐	☐
4. Kept hands and forearms lower than elbows	☐	☐
5. Cleaned fingernails	☐	☐
6. Used a firm circular motion and washed the palms, each finger, and backs of hands	☐	☐
7. Scrubbed for the correct length of time	☐	☐
8. Rinsed hands thoroughly	☐	☐
9. Dried hands throughly	☐	☐
10. Used a paper towel to turn off water	☐	☐

BRUSHING TEETH

OBJECTIVES

USING a soft-bristled toothbrush and a fouridated toothpaste,

BRUSH YOUR TEETH.

YOUR PERFORMANCE will be rated in accordance with the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will want to practice the proper dental care on a daily basis.

CONTENTS OF MODULE

	Learning Activity Number
Instruction Sheets	
I. CAUSE AND PREVENTION OF CAVITIES AND GUM TROUBLE	1
II. THE PROPER WAY TO BRUSH TEETH	3
Instructor's Final Checklist	
BRUSHING TEETH	6

CHECK-OUT ACTIVITIES

Using a soft-bristled toothbrush and a flouridated toothpaste, brush your teeth.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students read Instruction Sheet I. Discuss the major cause and prevention of cavities and gum trouble.	Instruction Sheet I ✓	
2	Duplicate several copies of the chart (suggested one for each four students). Have the students review the chart and identify the foods listed that most promote tooth decay (the ones with the highest sugar content). Discuss the importance of a nutritious diet as it relates to dental health.	Chart on "Hidden Sugar" (Master Copy is in this section.)	
3	Have students read Instruction Sheet II. Discuss the proper tooth-brushing technique.	Instruction Sheet II	
4	Invite a resource person to demonstrate the proper tooth-brushing and flossing (next task) techniques.	Suggested resource persons: Dental hygienist Dentist School nurse	
5	Have students practice the tooth-brushing technique. You may prefer that they practice at home.	Toothbrushes Toothpaste	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
6	Have students demonstrate the proper tooth-brushing technique. Use the Instructor's Final Checklist to rate each performance. NOTE: You may consider letting students perform the demonstration at home and having the parent complete the Instructor's Final Checklist.	Toothbrushes Toothpaste Instructor's Final Checklist	

Hidden Sugar

The approximate sugar content of popular foods expressed in teaspoons:

100 grams sugar=20 teaspoons=½ cup=3½ oz.=400 calories.

			tsp. sugar
candy*	Chocolate bar	1 average size	7
	Chocolate cream	1 average size	2
	Chocolate fudge	1½" sq. (*15 to 1 lb.*)	4
	Chocolate mints	1 medium (*20 to 1 lb.*)	3
	Marshmallow	1 average (*60 to 1 lb.*)	1½
	Chewing gum	1 stick	½
cakes and cookies	Chocolate cake	1/12 cake (*2 layer iced*)	15
	Angel food cake	1/12 of large cake	6
	Sponge cake	1/10 of average cake	6
	Cream puff (iced)	1 average, custard filled	5
	Doughnut, plain	3" diameter	4
	Macaroons	1 large or 2 small	3
	Gingersnaps	1 medium	1
	Molasses cookies	3½" diameter	2
	Brownies	2" x 2" x ¾"	3
ice cream	Ice cream	⅛ quart (½ cup)	5-6
	Sherbet	⅛ quart (½ cup)	6-8
pie	Apple	1/6 med. pie	12
	Cherry	1/6 med. pie	14
	Raisin	1/6 med. pie	13
	Pumpkin	1/6 med. pie	10
soft drinks	Sweet carbonated beverage	1 bottle, 6 oz.	4 1/3
	Ginger ale	6 oz. glass	3 1/3
milk drinks	Chocolate	1 cup, 5 oz. milk	6
	Cocoa	1 cup, 5 oz. milk	4
	Eggnog	1 glass, 8 oz. milk	4½
spreads and sauces	Jam	1 level tbs.	3
	Jelly	1 level tbs.	2½
	Marmalade	1 level tbs.	3
	Syrup, maple	1 level tbs.	2½
	Honey	1 level tbs.	3
	Chocolate sauce (thick)	1 tbs.	4½
cooked fruits	Peaches, canned in syrup	2 halves, 1 tbs. syrup	3½
	Rhubarb, stewed, sweetened	½ cup	8
	Apple sauce (unsweetened)	½ cup, scant	2
	Prunes, stewed, sweetened	4 to 5 med., 2 tbs. juice	8
dried fruits	Apricots, dried	4 to 6 halves	4
	Prunes, dried	3 to 4 medium	4
	Dates, dried	3 to 4 stoned	4½
	Figs, dried	1½ to 2 small	4
	Raisins	¼ cup	4
fruits and fruit juices	Fruit cocktail	½ cup, scant	5
	Orange juice	½ cup, scant	2
	Pineapple juice, unsweetened	½ cup, scant	2 3/5
	Grapefruit juice, unsweetened	½ cup, scant	2 1/5
	Grapefruit, commercial	½ cup, scant	3 2/3

*Candy is from 75 to 85% sugar. Popular candy bars are likely to weigh from 1 to 5 oz. and may contain 5 to 20 teaspoons of sugar. Adapted from current publications on food values. Courtesy of Dr. Herman Becks, University of California.

American Dental Association
211 E. Chicago Avenue, Chicago 60611

Instructor's Final Checklist

BRUSHING TEETH

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In brushing his/her teeth, the student:

	Accomplished	Not Accomplished
1. Placed the brush at the necks of the teeth where they enter the gums	[ ]	[ ]
2. Cleaned each tooth using about 10 short back-and-forth motions	[ ]	[ ]
3. Brushed the teeth in the following sequence:		
a. Outside surfaces of the top teeth, beginning with back teeth	[ ]	[ ]
b. Outside surfaces of the bottom teeth, beginning with back teeth	[ ]	[ ]
c. Inside surfaces of the top teeth, beginning with back teeth	[ ]	[ ]
d. Inside surfaces of the bottom teeth, beginning with back teeth	[ ]	[ ]
4. Used the top of the brush to clean inside surfaces of the front teeth	[ ]	[ ]
5. Brushed the top of the tongue	[ ]	[ ]
6. Brushed the portion of the roof of the mouth directly behind the upper front teeth	[ ]	[ ]

Instructor's Guide Sheet   Task Assignment Sheet PA-H-13

FLOSSING TEETH

OBJECTIVES

USING unwaxed dental floss,

FLOSS YOUR TEETH.

YOUR PERFORMANCE will be rated in accordance with the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED

--Students will want to practice proper dental care on a daily basis.

CONTENTS

	Learning Activity Number
Instruction Sheets	
I. FLOSSING YOUR TEETH	1
Instructor's Final Checklist	
FLOSSING TEETH	4

CHECK-OUT ACTIVITIES

Using unwaxed dental floss, floss your teeth.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students read Instruction Sheet I. Discuss the steps in flossing the teeth.	Instruction Sheet I	
2	Demonstrate how to position and hold the floss for flossing the upper teeth and the lower teeth. Have students practice the procedure.	Dental floss	
3	Have students practice flossing their teeth. You may prefer they do this at home.	Dental floss	
4	Have each student demonstrate the teeth flossing procedure. Use the Instructor's Final Checklist to rate each performance. NOTE: You may consider letting students demonstrate at home and having the parent complete the Instructor's Final Checklist.	Dental floss Instructor's Final Checklist	

Instructor's Final Checklist

FLOSSING TEETH

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In flossing his/her teeth, the student:

	Accomplished	Not Accomplished
1. Measured off one-half to two feet of floss	[ ]	[ ]
2. Wrapped the ends of the floss around the middle finger of each hand, leaving several inches of floss between them	[ ]	[ ]
3. For upper teeth, stretched floss taut across thumbs, leaving them about one-half inch apart	[ ]	[ ]
4. For lower teeth, stretched floss across index fingers	[ ]	[ ]
5. Slipped floss between the teeth and slightly under the gums	[ ]	[ ]
6. Scraped floss up and down between all teeth about six times. Did not use a sawing motion	[ ]	[ ]

FIGURING CALORIE INTAKE

OBJECTIVES

(1) GIVEN access to a calorie chart,

FIGURE YOUR CALORIE INTAKE FOR ONE DAY.

YOUR FIGURE should correspond to the calorie counts listed on the chart.

(2) USING the calorie intake figure for Objective 1,

INDICATE WHETHER YOU NEED FEWER, MORE, OR ABOUT THE SAME NUMBER OF CALORIES PER DAY.

YOUR ANSWER should be based on the difference between your actual weight and your ideal weight.

ATTITUDES AND VALUES TO BE DEVELOPED

--Students will want to control calorie intake in order to maintain their ideal weight.

CONTENTS

Instructor's Final Checklist	Learning Activity Number
FIGURING CALORIE INTAKE	4

CHECK-OUT ACTIVITIES

(1) You will be provided access to a calorie chart.

Figure your calorie intake for one day.

(2) Use your calorie intake figure for Objective 1.

Indicate whether you need fewer, more, or about the same number of calories per day.

FIGURING CALORIE INTAKE

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	Before students begin this task, obtain several copies of a reference on calories and weight. Extra calorie charts may be available through a local pharmacy.	Suggested reference: The USDA Pocket Guide: Calories and Weight, available through your local Cooperative Extension Service or for sale by the Superintnedent of Documents U.S. Government Printing Office Washington, D.C. 20402	
1	Have students read about calories and weight. Discuss how calorie intake affects weight, and how to lose and gain weight.	Reference on calories and weight	
2	Have students examine a body weight chart to determine their ideal weight range.	Body weight chart	
3	Have students review a calorie chart to identify foods that can help them reach and/or keep their ideal weight.	Calorie chart	
4	Make calorie charts available. Have students figure their calorie intake for one day. Based on their calorie intake, have students indicate whether they need fewer, more, or	Calorie charts	

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FIGURING CALORIE INTAKE

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
4	about the same number of calories per day to reach and/or keep their ideal weight. Use the Instructor's Final Checklist to evaluate each student.		

Instructor's Final Checklist

FIGURING CALORIE INTAKE

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
1. In figuring calorie intake, the student:		
a. Figured it for one day..................................	[ ]	[ ]
b. Used calorie counts that corresponded to the calorie chart..	[ ]	[ ]
2. In determining whether he/she needed fewer, more, or the same number of calories per day, the student based his/her answer on the difference between actual and ideal weight:		
a. Indicated fewer calories needed if actual weight is more than ideal weight range...............	[ ]	[ ]
b. Indicated more calories needed if actual weight is less than ideal weight range...............	[ ]	[ ]
c. Indicated approximately the same number of calories needed if actual weight is within ideal weight range	[ ]	[ ]

SCREENING FOR VISUAL ACUITY

OBJECTIVES

GIVEN a Snellen Chart, chair, chalk, and a classmate to role play a patient,

SCREEN THE PATIENT'S VISUAL ACUITY.

YOUR PERFORMANCE will be rated in accordance with the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED

--Students will realize that an individual's visual acuity affects most aspects of his/her life--academic, social, professional.

CONTENTS

	Learning Activity Number
Instruction Sheets	
I. STEPS IN SCREENING FOR VISUAL ACUITY	1
Instructor's Final Checklist	
SCREENING FOR VISUAL ACUITY	4

CHECK-OUT ACTIVITIES

You will be provided a Snellen Chart, chair, chalk, and a classmate to role play a patient.

Screen the patient's visual acuity.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students read Instruction Sheet I. Discuss the steps in screening for visual acuity.	Instruction Sheet I	
2	(Snellen Charts are available through medical/scientific supply houses. However, some of your local health agencies may provide them. It may be possible to borrow a Snellen Chart and have students make their own, using the borrowed one as a guide.) Go over each line of the chart with the class. Call attention to the distance specified for each line.	Snellen Chart	
3	Set up several work stations, supplying each one with a Snellen Chart, chair, and chalk. Assign small groups of students to the stations. Have them take turns screening a group member for visual acuity.	Snellen Charts Chairs Chalk	
4	Assign small groups of students to the work stations. For each group, designate a	Work stations prepared in Learning Activity 3 Instructor's Final Checklist	

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LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
4	recorder who will complete the Instructor's Final Checklist for each screening. (Another student may evaluate the recorder.) Have each student screen a group member for visual acuity. Have the recorder turn in the Instructor's Final Checklist.		

Instructor's Final Checklist

SCREENING FOR VISUAL ACUITY

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In screening for visual acuity, the student:

	Accomplished	Not Accomplished
1. Measured distance exactly 20 feet from chart..............	☐	☐
2. Marked the distance with a piece of chalk.................	☐	☐
3. Seated the patient at the chalk mark......................	☐	☐
4. Asked the patient to read as many letters as possible with each eye separately and then with both eyes..........	☐	☐
5. Recorded the results......................................	☐	☐
6. If the patient wore glasses, asked him/her to read the chart with and without glasses. Recorded the results.....	☐	☐

CHECKING FOR HEARING ACUITY

OBJECTIVES

GIVEN an audiometer and a partner,

TEST YOUR PARTNER'S HEARING ACUITY.

YOU SHOULD follow the procedure listed in the audiometer operation manual.

ATTITUDES AND VALUES TO BE DEVELOPED

--Students will appreciate the strides that have been made in the methods of detecting hearing impairment.

CONTENTS

Instruction Sheets	Learning Activity Number
CHECKING FOR HEARING ACUITY	5

CHECK-OUT ACTIVITIES

Your teacher will arrange for you to work with an audiologist.

Check one of your classmate's hearing acuity.

CHECKING FOR HEARING ACUITY

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	NOTE: Before students begin this task, obtain literature from several of the companies that distribute audiometers.	Suggested Sources: Maico Hearing Instruments, Inc. 7375 Bush Lake Road Minneapolis, MN 55435 (Toll Free No.) 800-328-6366 Industrial Acoustics Company 1160 Commerce Avenue Bronx, NY 10462 Phone: 212-931-8000 Beltone Electronics Corporation Special Instruments Division 4201 West Victoria Street Chicago, IL 60646 Grason-Stadler International, Inc. 537 Great Road Box 5 Littleton, MA 01460 Phone: 617-486-3514	
1	Have students interview a person who has a hearing impairment, or write a report on a famous person who has or has had hearing impairment; e.g., Helen Keller, Bernard Baruch, Mary Hayes Heiner.	Encyclopedia	
2	Let students browse through the literature in order to become acquainted with the various kinds of audiometers.	Literature on audiometers	

CHECKING FOR HEARING ACUITY

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
3, 4, 5	Arrange with an audiologist(s) to work with small groups of students as they go through Learning Activities 3, 4, 5: watching a demonstration, practicing, and demonstrating competence in operating an audiometer. If possible, have the audiologist complete the Instructor's Final Checklist for each student.	Suggested Sites: --Universities --Government installations --Big industries --Otologist's office Audiometer Instructor's Final Checklist	

Instructor's Final Checklist

CHECKING FOR HEARING ACUITY

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In checking for hearing acuity, the student operated the audiometer in accordance with the procedures listed in the operation manual......................	[ ]	[ ]

SCREENING FOR SUGAR

OBJECTIVE

GIVEN a clean bowl, water, corn syrup, reagent Clinistix and accompanying color chart,

SCREEN FOR SUGAR.

THE RESULT you report should correspond exactly to the one obtained by your teacher.

ATTITUDES AND VALUES TO BE DEVELOPED

-- Students will realize that a simple procedure for screening for sugar can be utilized at home.

CONTENTS

Instruction Sheet	Learning Activity Number
I PROCEDURE FOR SCREENING FOR SUGAR	1
Instructor's Final Checklist	
SCREENING FOR SUGAR	4

CHECK-OUT ACTIVITIES

You will be provided the necessary supplies at a work station.

Screen for sugar.

SCREENING FOR SUGAR

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Review the information about insulin, and explain how it is utilized by the body.	Information Sheet, "The Importance of Insulin" (In this section)	
2	Have the class study Instruction Sheet I. Discuss the steps listed. Explain that the water and corn syrup simulate the sugar in the body. (In a medical situation, the urine may be tested.) Show the class the Clinistix and color chart. Go over the manufacturer's directions in using the Clinistix.	Instruction Sheet I Reagent Clinistix (available at a drug store)	
3	Set up several work stations in the classroom, and provide each station with the necessary supplies. Assign several students to each station. Have each group mix the solution and screen for sugar. Have them vary the amount of water and take another reading. (The amount of water varies the reading.)	Bowls Water Corn syrup Reagent Clinistix Color chart	
4	Using the work stations for Learning Activity 3, mix a solution of water and corn syrup for each station. Take a reading for each solution and record your readings.	Bowls Water Corn syrup Reagent Clinistix Color chart	

SCREENING FOR SUGAR

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	In addition to the solution, provide each station with Reagent Clinistix and color chart. Assign students to each station. Have each student screen for sugar and report the result. Use the Instructor's Final Checklist to evaluate each student's reported result.	Instructor's Final Checklist	

Information Sheet

THE IMPORTANCE OF INSULIN

Insulin is secreted by the islets of Langerhans which is located in the pancreas. Insulin is a vital substance for the utilization of glucose (sugar) in the blood. A reduction or a total lack of insulin secretion indicates diabetes mellitus. A person with diabetes cannot properly utilize the sugar in food due to the lack of insulin in the body. The ingested sugar which cannot be metabolized builds up in the blood, and eventually the glucose will be excreted in the urine (glycosuria).

When the glucose loss is high, the body must break down fatty acids for energy. It also uses amino acids to make more glucose. This substitution process by the body leads to an excessive production of acetone or ketone bodies which are excreted in the urine.

Instructor's Final Checklist

SCREENING FOR SUGAR

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In screening for sugar, the student's reported results corresponded exactly with the one obtained by the teacher...	☐	☐

Information Sheet

THE IMPORTANCE OF INSULIN

Insulin is secreted by the islets of Langerhans which is located in the pancreas. Insulin is a vital substance for the utilization of glucose (sugar) in the blood. A reduction or a total lack of insulin secretion indicates diabetes mellitus. A person with diabetes cannot properly utilize the sugar in food due to the lack of insulin in the body. The ingested sugar which cannot be metabolized builds up in the blood, and eventually the glucose will be excreted in the urine (glycosuria).

When the glucose loss is high, the body must break down fatty acids for energy. It also uses amino acids to make more glucose. This substitution process by the body leads to an excessive production of acetone or ketone bodies which are excreted in the urine.

Instructor's Final Checklist

SCREENING FOR SUGAR

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In screening for sugar, the student's reported results corresponded exactly with the one obtained by the teacher..	[ ]	[ ]

IDENTIFYING HAZARDS CAUSED BY SMOKING

OBJECTIVES

LIST AT LEAST TEN HAZARDS CAUSED BY SMOKING.

ATTITUDES AND VALUES TO BE DEVELOPED

--Students will become aware of the hazards caused by smoking and will not want to smoke.

CONTENTS OF MODULE

Instructor's Final Checklist	Learning Activity Number
IDENTIFYING HAZARDS CAUSED BY SMOKING	5

CHECK-OUT ACTIVITIES

List at least ten hazards caused by smoking.

RETRIEVING PATIENTS' RECORDS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	Before students begin this task, obtain a variety of reference materials on smoking. Excellent materials are available from the American Cancer Society and the American Lung Association.	Suggested Sources: American Cancer Society, Inc. 1169 Eastern Parkway Louisville, KY 40217 American Lung Association of Kentucky P.O. Box 8405 Louisville, KY 40208	
1	Give the class the brief test on cigarette smoking. Discuss the answers. They are on the back of the test.	"What's Your Cigarette Smoking I.Q.?" American Lung Association	
2	Display the reference materials. Have the students browse through them to see what information is available.	Variety of reference materials	
3	The materials you receive contain a variety of posters. Divide the class into groups, and have each group prepare a display of posters.	Posters	
4	Have each student choose a topic listed under this Learning Activity and prepare an oral report. Allow time for the reports to be given in class.	Reference materials	

RETRIEVING PATIENTS' RECORDS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	Have students list at least ten hazards caused by smoking. Use the Instructor's Final Checklist to evaluate each student.	Instructor's Final Checklist	

Instructor's Final Checklist

IDENTIFYING HAZARDS CAUSED BY SMOKING

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student listed at least ten hazards caused by smoking..	[ ]	[ ]

IDENTIFYING POISONOUS HOUSEHOLD SUBSTANCES

OBJECTIVE

GIVEN a list of household substances,

IDENTIFY THE POISONOUS SUBSTANCES.

YOU SHOULD identify at least 90% of the poisonous substances listed.

ATTITUDES AND VALUES TO BE DEVELOPED

Students will realize the potential dangers of a number of common household products.

CONTENTS

Instruction Sheet	Learning Activity Number
I. COMMON POISONOUS HOUSEHOLD SUBSTANCES	1
Instructor's Final Checklist	
IDENTIFYING POISONOUS HOUSEHOLD SUBSTANCES	4

CHECK-OUT ACTIVITIES

Your teacher will provide a list of household substances.

List the ones that are poisonous.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students review Instruction Sheet I and identify the substances listed that are being used in their homes.	Instruction Sheet I	
2	Have each student bring one poisonous household substance to class. Each substance is to be classified under one of the five categories in Instruction Sheet I.	Poisonous household substances Instruction Sheet I	
3	Divide the class into five groups. Have them build displays of the poisonous substances--one display for each category in Instruction Sheet I.	Each category of poisonous substances	
4	Develop a list of household substances or use the suggested list. Provide each student a list, and have him/her write the poisonous substances included on the list. Use the Instructor's Final Checklist to evaluate each student's performance.	List of household substances (see suggested list in this section) Instructor's Final Checklist	

Instructor's Final Checklist

IDENTIFYING POISONOUS HOUSEHOLD SUBSTANCES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
From a list of common household substances, the student listed at least 90% of the poisonous ones..................	[ ]	[ ]

SUGGESTED LIST OF HOUSEHOLD SUBSTANCES FOR THE CHECK-OUT ACTIVITY

1. Lead paint
2. Cinnamon
3. Iodine
4. Latex paint
5. Dishwasher detergent
6. Lye
7. Toilet soap
8. Ammonia
9. Food coloring
10. Chlorine bleach
11. Corn starch
12. Furniture polish
13. Vinegar
14. Shoe polish
15. Vitamin pill (used as directed)
16. Charcoal lighter fluid
17. Phosphorus
18. Aspirin (used as directed)
19. Gasoline
20. Drain cleaner

ADMINISTERING FIRST AID FOR POISONING

OBJECTIVES

(1) GIVEN a case situation concerning poisoning,

LIST THE STEPS FOR ADMINISTERING FIRST AID TO THE VICTIM.

YOU SHOULD list the steps that are appropriate for the poisonous substance and for the condition of the victim.

(2) LIST THE ITEMS OF INFORMATION THAT ONE SHOULD BE PREPARED TO PROVIDE THE POISON CONTROL CENTER.

YOU SHOULD list ten items.

ATTITUDES AND VALUES TO BE DEVELOPED

--Students should be willing to learn the steps in administering first aid for poisoning and to use them when needed.

CONTENTS

Instruction Sheets	Learning Activity Number
I. STEPS IN ADMINISTERING FIRST AID FOR POISONING	1
II. CALLING THE POISON CONTROL CENTER	2

Instructor's Final Checklist	
ADMINISTERING FIRST AID FOR POISONING	6

CHECK-OUT ACTIVITIES

(1) Your teacher will provide a case situation concerning poisoning.

List the steps for administering first aid to the victim.

(2) List the items of information that one should be prepared to provide the poison control center.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students read Instruction Sheet I. Review the types of poisonous substances presented in Task Assignment Sheet PA-H-19. Discuss the steps in administering first aid for the five types of poisons.	Instruction Sheet I	
2	Have a group of students prepare and present a skit depicting first aid being administered to one who has been poisoned. NOTE: The type of poison--such as alkali--must be emphasized to insure that the proper type of first aid is being presented.		
3	Have students read Instruction Sheet II. Discuss the items of information that one should be prepared to provide the poison control center.	Instruction Sheet II	
4	Have three students demonstrate a call to the poison control center. The characters are the victim of poison, the one calling the poison center, and the one taking the call at the poison center. NOTE: The demonstration should be based on the information in Instruction Sheet II.	A container of a poisonous substance Instruction Sheet II	

IA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	Present several case situations concerning poisonings. Have the class identify the proper first aid treatment for each case.	Case situations	
6	For Check-Out Activity I, provide each student with one of the four case situations. Have him/her list the steps for the proper first aid treatment for the specific case. Use the answer key to check each paper. For Check-Out Activity II, have the students list the ten items of information that one should be prepared to provide the poison control center. Use the Instructor's Final Checklist to evaluate each student's work.	Case situations (see case situations in this section) Answer key (in this section) Instructor's Final Checklist	

Instructor's Final Checklist

ADMINISTERING FIRST AID FOR POISONING

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
1. In listing the steps for administering first aid, the student:		
a. Listed steps appropriate for the poisonous substance..	[ ]	[ ]
b. Listed steps appropriate for the condition of the victim..	[ ]	[ ]
2. The student listed the ten items of information that one should be prepared to provide the poison control center.......................................	[ ]	[ ]

Check-Out Activity I

CASE SITUATIONS

Make one of the cases below available to each student.

1. Johnny has swallowed some toilet bowl cleaner (acid). His parents are not able to reach immediate medical help.

2. Jean, a four year old, shows symptoms of poisoning, but there are no poison containers around. She is vomiting.

3. Father is attempting to unstop a drain, and Timmy starts choking and crying. He has swallowed drain cleaner (alkali). He becomes unconscious.

4. Joan has been depressed over breaking up with her boyfriend. She takes an overdose of aspirin. She is still conscious and is not convulsing. Her parents cannot reach immediate medical help.

Check-Out Activity

ADMINISTERING FIRST AID FOR POISONING

Answer Key

1. Johnny has swallowed some toilet bowl cleaner (acid). His parents are not able to reach immediate medical help.

   First aid to be administered:

   1. Do not panic.
   2. Save the poison container.
   3. Dilute the poison by having him drink water, milk, coffee, or tea.
   4. Rush him to the hospital emergency room.

2. Jean, a four year old, shows symptoms of poisoning, but there are no poison containers around. She is vomiting.

   First aid to be administered:

   1. Do not panic.
   2. Have someone call the poison control center, a doctor, or the emergency medical service.
   3. Save the vomited material.
   4. Follow the instructions given by the poison control center, the doctor, or the emergency medical service.

3. Father is attempting to unstop a drain, and Timmy starts choking and crying. He has swallowed drain cleaner (alkali). He becomes unconscious.

   First aid to be administered:

   1. Do not panic.
   2. Save the poison container.
   3. Have someone call the poison control center, a doctor, or the emergency medical service.
   4. Keep his air passages free of anything that prevents breathing.
   5. Follow the instructions given by the poison control center, the doctor, or the emergency medical service.

4. Joan has been depressed over breaking up with her boyfriend. She takes an overdose of aspirin. She is still conscious and is not convulsing. Her parents cannot reach immediate medical help.

   First aid to be administered:

   1. Do not panic.
   2. Save the poison container.
   3. Induce vomiting.
   4. Rush her to the hospital emergency room.

TAKING ORAL TEMPERATURES

OBJECTIVE

GIVEN an oral thermometer, soap and water, tissue, chair, and someone to role play the patient,

TAKE AND RECORD THE PATIENT'S TEMPERATURE AT TWO DIFFERENT TIMES.

YOUR PERFORMANCE will be rated in accordance with the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED

-- Students will realize that body temperature is a vital sign of one's well being. For this reason they will understand the importance of accurate temperature readings.

CONTENTS

Instruction Sheets	Learning Activity Number
I. SHAKING DOWN AND READING A THERMOMETER	1
II. TAKING AN ORAL TEMPERATURE	3
Instructor's Final Checklist	
TAKING ORAL TEMPERATURES	5

CHECK-OUT ACTIVITIES

Using an oral thermometer, other necessary supplies, and someone to role play the patient, take the patient's temperature at two different times.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have the class read Instruction Sheet I. Discuss the calibrations on the thermometer and how to read them. Also discuss the techniques for shaking down a thermometer.	Instruction Sheet I	
2	Ask students to bring thermometers from home, and have them practice shaking down and reading them. If there are only a few thermometers available, you may divide the class into small groups and provide each group a thermometer.	Oral thermometers	
3	Have the class read Instruction Sheet II. Discuss the procedure for taking a patient's temperature.	Instruction Sheet II	
4	Have a demonstration of taking an oral temperature. You may consider inviting someone in the health field to conduct the demonstration.		
5	Have students practice taking an oral temperature. NOTE: To prevent transmitting germs, it is better that students use their own thermometers at home.	For each student: Oral thermometer Soap and water Tissue Chair Patient	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	For those that do not have them, the school nurse may be able to arrange a practice session.		
6	Have students demonstrate the techniques for taking an oral temperature at two different times. (The same procedure may be followed as for Learning Activity 5.) A family member, the school nurse, or some other observer may complete the Instructor's Final Checklist. NOTE: Have students save their recordings of temperatures to be used in Task Assignment Sheet PA-H-26, "Recording Basic Patient Data."	Same supplies as listed above Instructor's Final Checklist	

Instructor's Final Checklist

TAKING ORAL TEMPERATURES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In taking an oral temperature at two different times, the student:

	Accomplished	Not Accomplished
1. Washed his/her hands..................................	☐	☐
2. Selected the oral thermometer..........................	☐	☐
3. Shook the thermometer down to 95°F (36°C) or below...	☐	☐
4. Wiped the thermometer with a soft tissue.............	☐	☐
5. Had the patient sit in a chair.......................	☐	☐
6. Placed the mercury tip of the thermometer under the patient's tongue..................................	☐	☐
7. Left the thermometer in place for 3 minutes and removed..	☐	☐
8. Read and recorded the accurate temperature...........	☐	☐
9. Shook the mercury down to 96°F (36°C) and replaced the thermometer in the holder.........................	☐	☐
10. Washed his/her hands................................	☐	☐

TAKING PULSE

OBJECTIVES

GIVEN a partner and a watch or clock with a second hand,

TAKE AND RECORD YOUR PARTNER'S PULSE.

THE PULSE RATE taken must be accurate to within plus or minus 4 beats.

ATTITUDES AND VALUES TO BE DEVELOPED

--The student will realize that the pulse rate is a vital body sign and will understand why taking an accurate reading is important.

CONTENTS

	Learning Activity Number
Instruction Sheets	
I TAKING A PATIENT'S PULSE	1
Instructor's Final Checklist	
TAKING PULSE	5

CHECK-OUT ACTIVITIES

You will be provided a partner and a watch or clock with a second hand.

Take and record your partner's pulse.

TAKING PULSE

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have the class read Instruction Sheet I. Discuss the procedure for taking pulse.	Instruction Sheet I	
2	Present a demonstration on taking pulse. If you choose, you may invite the school nurse or a physician to visit the class and make the demonstration.	Watch or clock with second hand A person to role play a patient	
3	Divide the class into pairs. Have the students practice finding the pulse beat over the radial artery.		
4	While the class is divided into pairs, also have the students practice counting pulse beats. If your classroom clock has a second hand, students may use it. If the required number of watches is not available, you may start and stop the students as they do one-minute practice counts.	Watch or clock with second hand	
5	Have students take and record a partner's pulse. You may prefer to have them do this at home and request that a parent complete the Instructor's Final Checklist.	Watches or clock with second hand Instructor's Final Checklist	

TAKING PULSE

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	Use the Instructor's Final Checklist to evaluate each student's pulse count. NOTE: The standard for this task requires that the evaluator also take the pulse. If this process is too prohibitive, you may consider checking only those readings that do not fall within the normal range of from 80-90 beats. NOTE: Have students save their recordings of pulse rates to be used in Task Assignment Sheet PA-H-26.		

Instructor's Final Checklist

TAKING PULSE

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The pulse rate taken and recorded by the student was accurate within plus or minus 4 beats......................	[ ]	[ ]

COUNTING RESPIRATION

OBJECTIVES

GIVEN a partner and a watch or clock with a second hand,

COUNT AND RECORD YOUR PARTNER'S RESPIRATION.

THE RESPIRATION COUNT should be accurate to within a plus or minus 2 breathing cycles.

ATTITUDES AND VALUES TO BE DEVELOPED

--Students will realize that at times it is necessary for health workers to perform activities without the patient's knowledge that it is being done.

CONTENTS

Learning Activity Number

Instruction Sheet

I. TAKING A RESPIRATION COUNT 1

Instructor's Final Checklist

COUNTING RESPIRATION 4

CHECK-OUT ACTIVITIES

You will be provided a partner and a watch or clock with a second hand.

Count and record your partner's respiration.

COUNTING RESPIRATION

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have the class read Instruction Sheet I. Emphasize that respiration is one full cycle of breathing in and out. Discuss the importance of counting a patient's respiration without his/her knowledge. Also discuss the steps in taking respiration.	Instruction Sheet I	
2	Provide a demonstration of counting respiration. You may choose to invite a health worker to give the demonstration.	Watch or clock with a second hand Individual to role play a patient	
3	Have students choose a partner. The two may practice counting each others respiration. If your classroom clock has a second hand, students may use it. If the required number of watches is not available, you may start and stop the students as they go through one-minute practice sessions.	Watch or clock with a second hand.	
4	Have each student count and record a partner's respiration. You may choose to have him/her do this at home and request parent to complete the Instructor's Final Checklist.	Watches or clock with second hand A partner for each student Instructor's Final Checklist	

COUNTING RESPIRATION

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	Use the Instructor's Final Checklist to rate the student's respiration count. NOTE: The standard for this objective requires that the evaluator also count each partner's respiration. If this is not feasible, you may check only those whose count falls outside the normal range, 20-26. NOTE: Have students save their recordings of respiration to be used in Task Assignment Sheet PA-H-26.		

Instructor's Final Checklist

COUNTING RESPIRATION

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student's respiration count was accurate to within a plus or minus 2 breathing cycles......................	[ ]	[ ]

WEIGHING PATIENTS

OBJECTIVES

GIVEN a partner, a scale, and paper towels,

WEIGH YOUR PARTNER AND RECORD THE WEIGHT.

THE RECORDED WEIGHT must be exactly the same as that found by the one who rates your performance.

ATTITUDES AND VALUES TO BE DEVELOPED

--Students will understand why it is important for accurate weights to be taken and recorded.

CONTENTS

	Learning Activity Number
Instruction Sheets	
I. WEIGHING A PATIENT	1
Instructor's Final Checklist	
WEIGHING PATIENTS	5

CHECK-OUT ACTIVITIES

You will be provided a partner, a scale, and paper towels.

Weigh your partner and record the weight.

WEIGHING PATIENTS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have the class read Instruction Sheet I. Discuss the parts of a scale and the procedure for weighing a patient.	Instruction Sheet I	
2	Have a demonstation of weighing a patient. Demonstrate: How to balance the scale before the patient steps on; how to balance the scale to weigh the patient; how to read the weight. You may choose to have a worker in the health field give the demonstration.	Upright scale Paper towels	
3	Divide the class into small groups. Have groups take turns balancing and reading the scales.	Upright scale	
4	Have students choose a partner and take turns weighing each other.	Upright scale Paper towels	
5	NOTE: It is better to wait until students have completed the next task before going through this Check-Out Activity.		

WEIGHING PATIENTS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	NOTE: You may arrange for pairs of students to visit the school nurse's station, a doctor's office, a hospital, or the county health office to go through the Check-Out Activities. The evaluator may complete the Instructor's Final Checklist. Have pairs of students take turns weighing each other and recording the weights. Use the Instructor's Final Checklist to evaluate each student's performance. NOTE: Have students save their recordings of weight to be used in Task Assignment Sheet PA-H-26.	Upright scale Paper towels Instructor's Final Checklist	

Instructor's Final Checklist

WEIGHING PATIENTS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student's recorded weight was exactly the same as that found by the one who rated the performance................	[ ]	[ ]

MEASURING PATIENTS' HEIGHT

OBJECTIVES

GIVEN a partner and an upright scale,

MEASURE AND RECORD YOUR PARTNER'S HEIGHT.

THE RECORDED HEIGHT should be exactly the same as that found by the one who rates your performance.

ATTITUDES AND VALUES TO BE DEVELOPED

--Students will understand that whether weight is satisfactory or unsatisfactory usually depends on one's height.

CONTENTS

	Learning Activity Number
Instruction Sheets	
I. MEASURING A PATIENT	1
Instructor's Final Checklist	
MEASURING PATIENTS' HEIGHT	5

CHECK-OUT ACTIVITIES

You will be provided a partner and an upright scale.

Measure and record your partner's height.

MEASURING PATIENTS' HEIGHT

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have the class read Instruction Sheet I. Discuss how to measure a patient.	Instruction Sheet I	
2	Present a demonstration of how to measure a patient. Include an explanation of how to read the measuring bar.	Upright scale	
3	Divide the class into groups. Let each group take turns reading the measuring bar; or Draw a measuring bar on the chalkboard and have the class read the markings as you specify them.	Upright scale	
4	Divide the class into groups of two. Allow time for each pair to practice measuring each other.	Upright scale	
5	NOTE: See the notes under Learning Activity 5 in the Instructor's Guide Sheets for Task PA-H-24. Have pairs of students measure each others height.	Upright scale Instructor's Final Checklist	

MEASURING PATIENTS' HEIGHT

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	Use the Instructor's Final Checklist to evaluate each student's answer. NOTE: Have students save their recordings of height measurements to be used in Task Assignment Sheet PA-H-26.		

Instructor's Final Checklist

MEASURING PATIENTS' HEIGHT

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student's recorded measurement was exactly the same as that found by the one who rated the performance.............	[ ]	[ ]

RECORDING BASIC PATIENT DATA

OBJECTIVES

USING a graphic chart and basic patient data from Task Assignment Sheets PA-H-21, 22, 23, 24, and 25,

RECORD THE DATA.

ALL DATA should be recorded without error.

ATTITUDES AND VALUES TO BE DEVELOPED

--Students will appreciate efforts put forth by health teams in keeping records in order to obtain valid evaluations of patients' physical conditions.

CONTENTS

	Learning Activity Number
Instruction Sheet	
I. COMPLETING A BASIC DATA CHART	1
Student Self-Check	
I. READING A BASIC DATA CHART	2
Instructor's Final Checklist	
RECORDING BASIC PATIENT DATA	4

CHECK-OUT ACTIVITIES

You will be provided a blank graphic chart.

Record the basic data you compiled in Learning Activity 3. Turn in your records along with your completed chart.

RECORDING BASIC PATIENT DATA

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have the class examine the chart in Instruction Sheet I. Discuss each part of the chart. Call attention to the following: 1. In the Temperature section: each line represents .2°; e.g., 98°, 98.2°, 98.4°, 98.6°, 98.8°, and 99°. 2. Place a dot in the center of the correct line. 3. Use a ruler to connect dots with a straight, accurate line.	Instruction Sheet I	
2	Have students complete Student Self-Check I. When all students have finished, go over the answers with the class.	Student Self-Check I	
3	Have students compile their basic patient information recordings.	Each student's records from Task Assignment Sheets PA-H-21, 22, 23, 24, and 25	
4	Provide each student a copy of the graphic chart, and have him/her record the patient's basic data. The student's records should be turned in with his/her completed chart.	Graphic Chart (Master Copy in this section) Records compiled in Leaning Activity 3. Instructor's Final Checklist	

RECORDING BASIC PATIENT DATA

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
4	Use the Instructor's Final Checklist to evaluate each chart. NOTE: The basic data charts will be used for filing in Task Assignment Sheets PA-H-36 and 37.		

Instructor's Final Checklist

RECORDING BASIC PATIENT DATA

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student recorded the basic patient data without error:

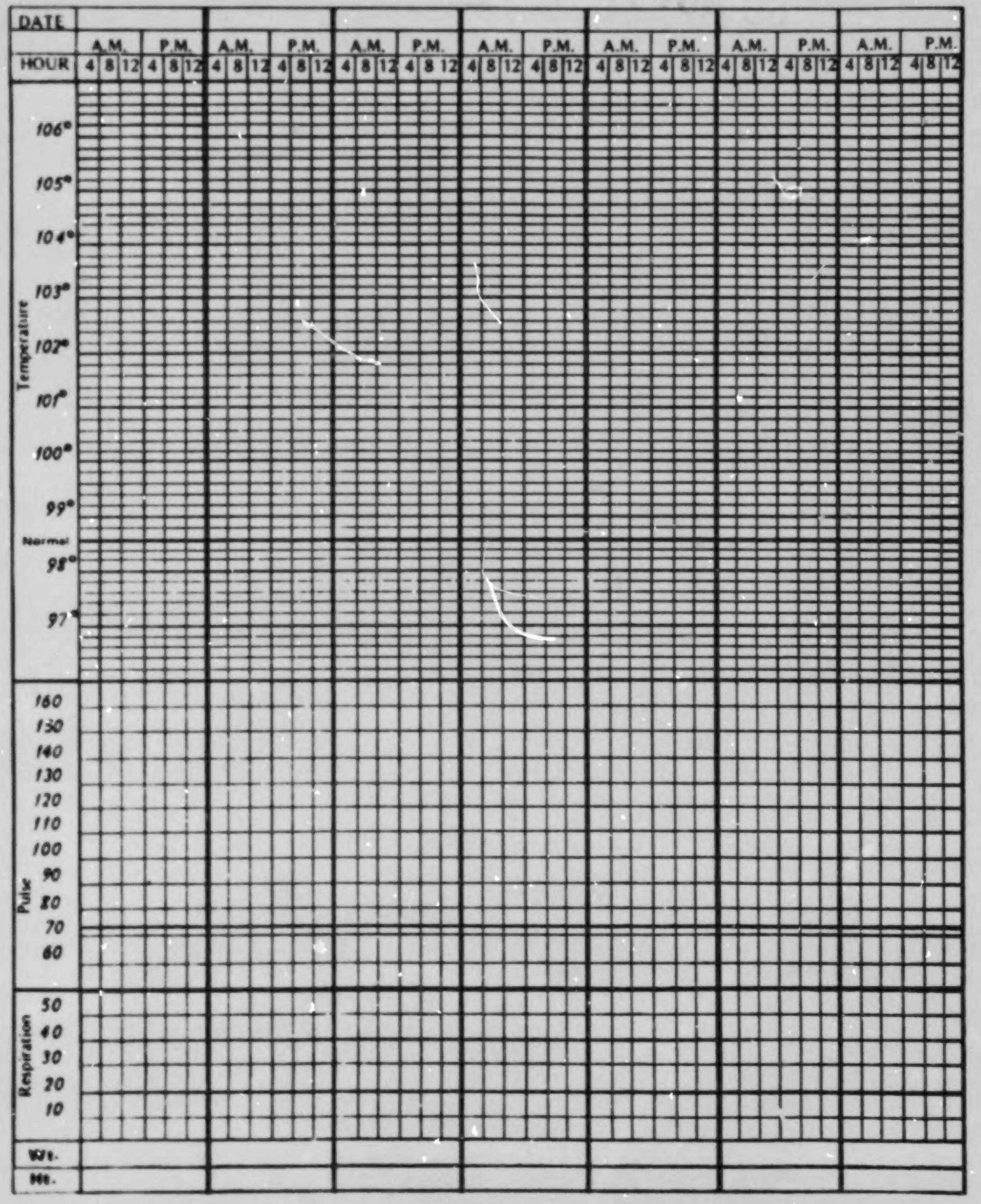
	Accomplished	Not Accomplished
1. Two temperatures	[ ]	[ ]
2. Pulse	[ ]	[ ]
3. Respiration	[ ]	[ ]
4. Weight	[ ]	[ ]
5. Height	[ ]	[ ]

Check-Out Activity

RECORDING BASIC PATIENT DATA

GRAPHIC CHART

NAME ____________________



Instructor's Guide Sheet Task Assignment Sheet PA-H-27

USING BODY MECHANICS

OBJECTIVES

(1) GIVEN a slightly heavy object located on the floor,

LIFT, TURN, AND CARRY THE OBJECT ACROSS THE ROOM.

WHEN LIFTING, your back must be straight and your knees and hips flexed. WHEN TURNING, the trunk of your body must not be twisted. WHEN CARRYING the object, you must hold it close to your body.

(2) GIVEN a slightly heavy object located on the floor,

PUSH AND PULL THE OBJECT FOR THE DISTANCE INDICATED BY YOUR TEACHER.

YOUR arms, hips, and legs must do most of the work.

ATTITUDES AND VALUES TO BE DEVELOPED

Students will understand that a job as a nurse entails doing some heavy work and that using the correct body mechanics for this type of work is essential.

CONTENTS

Instruction Sheets	Learning Activity Number
I STOOPING, LIFTING, CARRYING, AND TURNING	1
II PUSHING AND PULLING	3
Instructor's Final Checklist	
USING BODY MECHANICS	5

CHECK-OUT ACTIVITIES

(1) You will be provided a slightly heavy object located on the floor.

Lift, turn, and carry the object across the room.

(2) You will be provided a slightly heavy object located on the floor.

Push and pull the object for the distance indicated by your teacher.

USING BODY MECHANICS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have the class read Instruction Sheet I. Discuss the body mechanics that should be used in stooping, lifting, turning, and carrying a heavy object.	Instruction Sheet I	
2	Have students practice the techniques in stooping, lifting, turning, and carrying a heavy object. CAUTION: Be sure that students do not attempt to work with an object that is too heavy for their physical strength. You may want to use a light-weight object for practice. CAUTION: Exempt any student from this activity who you feel is not capable of performing it.	Slightly heavy object	
3	Have the class read Instruction Sheet II. Discuss the body mechanics involved in pushing and pulling a heavy object.	Instruction Sheet II	
4	Have students practice the techniques in pushing and pulling a heavy object. (You may consider having them push and pull their desks.) CAUTION: Refer to the notes of caution in Learning Activity 2.	Slightly heavy object	

USING BODY MECHANICS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	Divide the class into groups. Provide each group an object to carry and an object to push and pull. Have a recorder in each group to complete the Instructor's Final Checklist. You may evaluate the recorders. CAUTION: Refer to the notes of caution in Learning Activity 2.	Slightly heavy objects to carry Slighty heavy objects to push and pull Instructor's Final Checklist	

Instructor's Final Checklist

USING BODY MECHANICS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
1. In lifting, turning and carrying an object across the room, the student:		
a. Lifted the object keeping the back straight and knees and hips flexed..........................	[ ]	[ ]
b. Turned the body without twisting the trunk of the body..	[ ]	[ ]
c. Carried the object close to the body...........	[ ]	[ ]
2. In pushing and pulling the object, the student:		
a. Moved the object allowing the arms, hips, and legs to do most of the work....................	[ ]	[ ]
b. Pushed and pulled the object a distance indicated by the instructor..............................	[ ]	[ ]

POURING AND MEASURING LIQUIDS

OBJECTIVE

GIVEN a bottle of colored water, graduate, beaker, and medicine dropper,

POUR AND MEASURE THE WATER.

YOU SHOULD pour the water into the graduate so that the bottom of the curve in the water column reaches the level specified by your teacher.

ATTITUDES AND VALUES TO BE DEVELOPED

Students will appreciate the fact that people in the health field take extreme care in measuring prescribed medicines and other health-related liquids.

CONTENTS

Instruction Sheet	Learning Activity Number
I STEPS IN POURING AND MEASURING LIQUIDS	1
Instructor's Final Checklist	
POURING AND MEASURING LIQUIDS	4

CHECK-OUT ACTIVITIES

You will be provided a bottle of colored water, graduate, beaker, and medicine dropper.

Pour and measure the water to the level your teacher indicates.

POURING AND MEASURING LIQUIDS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have the class read Instruction Sheet I. Discuss the steps in pouring and measuring liquids. Show and describe the equipment used in this process.	Instruction Sheet I Bottle with small neck Graduate Beaker Medicine dropper (The above equipment may be borrowed from the school chemistry/science laboratory.)	
2	Arrange for the class to see a demonstration on pouring and measuring liquids. You may do it yourself, invite a resource person, or arrange for groups of students to visit a medical lab or pharmacy.	Bottle filled with colored water (food coloring may be used) Graduate Beaker Medicine dropper	
3	Set up several laboratories in the classroom, providing each one with a set of equipment. Divide the class into groups. Assign each group to a lab, and have the students practice pouring and measuring liquid. NOTE: Emphasize that liquid must not touch the inner surface above the specified level; otherwise, the level of liquid is inaccurate.	Several sets of the equipment listed above	
4	Follow the same procedure for the Check-Out Activity as for Learning Activity 3. Indicate to each group the level to which the water must be poured into the graduate.	Same equipment as listed in Learning Activity 3	

POURING AND MEASURING LIQUIDS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	Appoint a recorder for each group, and have him/her complete the Instructor's Final Checklist for each student. You may evaluate the recorders.	Instructor's Final Checklist	

Instructor's Final Checklist

POURING AND MEASURING LIQUIDS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student poured the water in the graduate so that the bottom of the curve in the water column reached the specified level...	[ ]	[ ]

PLOTTING GROWTH CHARTS

OBJECTIVE

GIVEN a growth chart and an infant's weight at seven different ages,

PLOT THE WEIGHT IN KILOGRAMS ON THE CHART.

YOU SHOULD plot at least five of the weights correctly.

ATTITUDES AND VALUES TO BE DEVELOPED

--Students will realize that metrics are often used in the health field.

CONTENTS

	Learning Activity Number
Instruction Sheet	
I. PLOTTING A GROWTH CHART	1
Instructor's Final Checklist	
PLOTTING GROWTH CHARTS	5

CHECK-OUT ACTIVITIES

You will be provided a growth chart and an infant's weight at various ages.

Plot the weights in kilograms on the chart.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have the class read and study the chart in Instruction Sheet I. Discuss how to convert pounds to kilograms and to plot them on the graph.	Instruction Sheet I	
2	Provide the students several problems in which the pounds are to be converted to kilograms. When students have finished, discuss the answers.	Problems which include pounds to be converted to kilograms	
3	Make a transparency of a completed growth chart, or draw a growth chart on the chalkboard. Have the class read the chart.	A growth chart on which weight has been charted	
4	Provide each student a copy of the growth chart. Write on the chalkboard problems including ages and weights. Have students convert the pounds to kilograms and plot them on the chart. Go over the answers when students have finished their work.	Growth Chart (Master copy in this section) Problems	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	Provide each student a growth chart and the problems. Have him/her convert the pounds to kilograms and plot them on the chart.	Growth Chart Problems including ages listed on the chart and the weights in pounds for each age. (See suggested problems in this section.)	
	Use the Instructor's Final Checklist to evaluate each chart.	Instructor's Final Checklist	

Instructor's Final Checklist

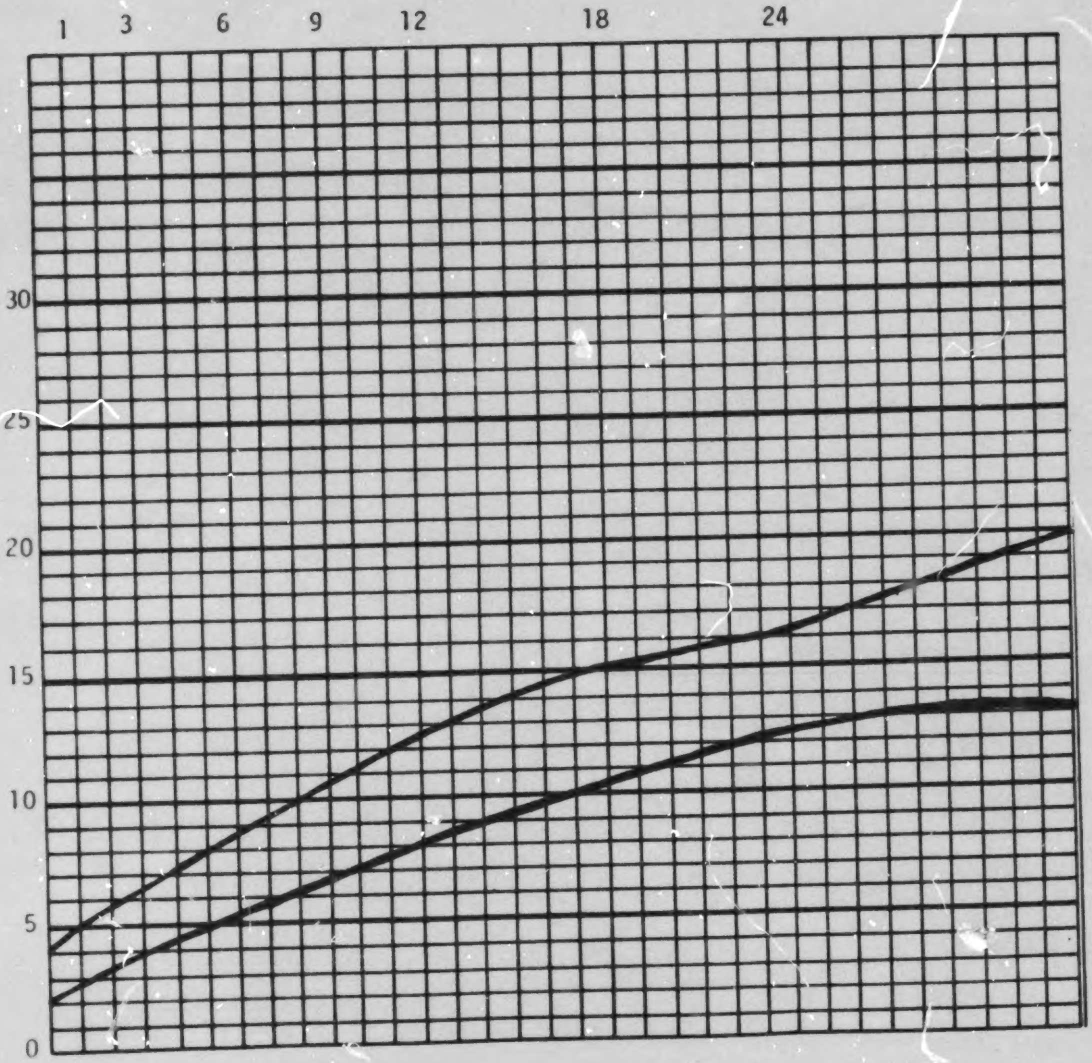
PLOTTING GROWTH CHARTS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student plotted at least five of the seven weights correctly...	[ ]	[ ]

GROWTH CHART (WEIGHT)

AGE IN MONTHS



Suggested Problems for Check-Out Activity

(Provide the student with only the age and the weight in pounds.)

Age in Months	Weight in Pounds	Pounds Converted to Kilograms
1	9	4.3
3	15	6.7
6	19	8.6
9	21	9.5
12	23	10.4
18	25	11.3
24	28	12.7

DISTINGUISHING AMONG HOSPITAL DIETS

OBJECTIVE

GIVEN five menus,

NAME THE TYPE OF HOSPITAL DIET FOR EACH MENU.

YOU SHOULD name the correct types of diet for all the menus.

ATTITUDES AND VALUES TO BE DEVELOPED

--Students will realize that many physical conditions require modified diets.

CONTENTS

	Learning Activity Number
Instruction Sheet	
I. TYPES OF HOSPITAL DIETS	1
Instructor's Final Checklist	
DISTINGUISHING AMONG HOSPITAL DIETS	3

CHECK-OUT ACTIVITIES

You will be provided five menus.

Name the type of hospital diet for each menu.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have the class study the chart in Instruction Sheet I. Discuss the names, descriptions, and common purposes of the four kinds of hospital diets.	Instruction Sheet I	
2	Give students the choice of preparing a poster showing acceptable foods for one of the hospital diets, or of preparing a menu for each of the hospital diets.	Publications that have pictures of food Scissors Poster supplies	
3	Provide each student a copy of the five menus. Have him/her name the type of hospital diet for each menu. Use the Answer Key to check the answers. Use the Instructor's Final Checklist to evaluate each student.	Check-Out Activity Sheet (Master copy in this section) Answer Key Instructor's Final Checklist	

Instructor's Final Checklist

DISTINGUISHING AMONG HOSPITAL DIETS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student named the correct type of hospital diet for each menu...	[ ]	[ ]

Check-Out Activity

DISTINGUISHING AMONG HOSPITAL DIETS

Name the type of hospital diet for each menu below.

1. broiled chicken
   cooked green beans
   baked potato
   milk
   pound cake

2. tea
   fat free broth

3. strained meat in broth
   coffee
   milk

4. broiled chicken
   cooked green beans
   baked potato
   milk
   pound cake
   fruit and cottage cheese salad

5. steak
   fried potatoes/buttered peas
   tossed salad with blue cheese dressing
   biscuits, butter, and jelly
   coffee with sugar and cream
   ice cream

ANSWER KEY

Check-Out Activity

DISTINGUISHING AMONG HOSPITAL DIETS

1. soft
2. clear liquid
3. full liquid
4. light
5. regular

FEEDING PATIENTS

OBJECTIVE

GIVEN a food tray, napkins, and a partner role playing a patient,

FEED THE PATIENT.

YOUR PERFORMANCE will be rated in accordance with the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED

--Students will have compassion for those who are unable to function by themselves.

CONTENTS

	Learning Activity Number
Instruction Sheet	
I. FEEDING A PATIENT	1
Instructor's Final Checklist	
FEEDING PATIENTS	4

CHECK-OUT ACTIVITIES

You will be provided a food tray, napkins, and a partner role playing a patient.

Feed the patient.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have the class read Instruction Sheet I. Discuss the steps in feeding a patient.	Instruction Sheet I	
2	You may arrange for groups of students to visit a hospital or nursing home at meal time to observe patients being fed. Or you may prefer that they visit on their own after school hours. Have students report on the experience in class.		
3	This activity can be a "mock" patient feeding. No food will be used. Divide the class into groups of two. Provide each pair of students with the supplies listed in the middle column. (Provide each student with a fork or spoon and a cup.) NOTE: You may ask each student to bring his/her own supplies. Have the two students take turns pretending to feed each other. They may refer to the steps on Instruction Sheet I.	Paper trays (meat trays are adequate) Plastic forks or spoons Paper or plastic cups Paper napkins Instruction Sheet I	
4	It is suggested that students go through the Check-Out Activity at home. A parent may complete the Instructor's Final Checklist.	Tray prepared with food, drinks, and fork or spoon Paper napkins Instructor's Final Checklist	

Instructor's Final Checklist

FEEDING PATIENTS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In feeding a patient, the student:

	Accomplished	Not Accomplished
1. Protected the patient's clothing with a napkin	☐	☐
2. Positioned himself/herself at the patient's level	☐	☐
3. Told the patient what food was being served	☐	☐
4. Asked the patient which food to start with	☐	☐
5. Gave small bites	☐	☐
6. Varied the food	☐	☐
7. Allowed plenty of time for the patient to chew and swallow	☐	☐
8. Offered fluid after every four bites of solid food	☐	☐
9. Allowed the patient to wipe his/her mouth with a napkin as needed	☐	☐
10. Allowed the patient to hold the bread	☐	☐
11. Carried on a friendly conversation, but did not chatter constantly	☐	☐

APPLYING A TRIANGULAR BANDAGE

OBJECTIVE

GIVEN a triangular bandage, a safety pin, and a partner,

APPLY THE BANDAGE TO SUPPORT YOUR PARTNER'S ARM.

YOUR WORK will be rated according to the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED

Students will realize that correctly positioning injured parts of the body aids the healing process.

CONTENTS

Instruction Sheet	Learning Activity Number
I APPLYING A TRIANGULAR BANDAGE (SLING)	1
Instructor's Final Checklist	
APPLYING A TRIANGULAR BANDAGE	4

CHECK-OUT ACTIVITIES

You will be provided a triangular bandage, a safety pin, and a partner.

Apply the bandage to support your partner's arm.

APPLYING A TRIANGULAR BANDAGE

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have the class read and study the illustrations in Instruction Sheet I. Discuss the steps in applying a triangular bandage. (Explain that the apex is the top point of the triangle.)	Instruction Sheet I	
2	Demonstrate how to apply a triangular bandage. After the bandage has been applied, have the patient walk around the room to give students an opportunity to examine the applied bandage.	Triangular bandage Safety pin Individual to role play a patient	
3	Have students bring bandages and safety pins to class. Allow students to choose partners and take turns applying the bandage to each others arm.	Triangular bandages (Large head scarves may be used.) Safety pins	
4	The Check-Out Activity may be performed in the same manner as in Learning Activity 3. Use the Instructor's Final Checklist to evaluate each applied bandage.	Triangular bandages Safety pins Instructor's Final Checklist	

Instructor's Final Checklist

APPLYING A TRIANGULAR BANDAGE

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's bandage:

	Accomplished	Not Accomplished
1. Was correctly tied to the side of the neck...........	[ ]	[ ]
2. Supported the side of the hand to the base of the fingers..	[ ]	[ ]
3. Held the fingers about 4" higher than the elbow......	[ ]	[ ]
4. Was folded at the apex around the elbow and secured in place with a safety pin..........................	[ ]	[ ]

SCHEDULING PATIENTS

OBJECTIVE

GIVEN a list of patients and a page from an appointment book,

SCHEDULE THE PATIENTS.

YOU SHOULD include accurate information for the correct time units for each patient.

ATTITUDES AND VALUES TO BE DEVELOPED

Students will realize that scheduling can cause satisfaction or dissatisfaction for the dentist as well as for the patient. Therefore, it is imperative that scheduling be accurate.

CONTENTS

Instruction Sheet	Learning Activity Number
I SCHEDULING APPOINTMENTS	1

Instructor's Final Checklist	
SCHEDULING PATIENTS	3

CHECK-OUT ACTIVITIES

You will be provided a list of patients and a page from an appointment book.

Schedule the patients.

SCHEDULING PATIENTS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have the class read and study the schedule in Instruction Sheet I. Discuss the kinds of information that are included in scheduling a patient. Also identify the time units (15-minute intervals) marked on the appointment page.	Instruction Sheet I	
2	Provide each student a page from an appointment book. Develop a set of appointments and have students schedule them. Go over each appointment in class to assure information and time units are recorded for each patient.	Page from appointment book (Master Copy in this section.)	
3	Provide each student the list of patients and a page from an appointment book. Have him/her schedule the patients. Use the Answer Key to check each student's schedule. Use the Instructor's Final Checklist to evaluate each student's work.	Check-Out Activity Sheet (Master Copy in this section.) Page from appointment book (Master Copy in this section.) Answer Key Instructor's Final Checklist	

APPOINTMENT BOOK

TUESDAY

8	00		
	15		
	30		
	45		
9	00		
	15		
	30		
	45		
10	00		
	15		
	30		
	45		
11	00		
	15		
	30		
	45		
12	00		
	15		
	30		
	45		
1	00		
	15		
	30		
	45		
2	00		
	15		
	30		
	45		
3	00		
	15		
	30		
	45		
4	00		
	15		
	30		
	45		
5	00		
	15		
	30		
	45		
	00		
	15		
	30		
	45		

Instructor's Final Checklist

SCHEDULING PATIENTS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In scheduling patients, the student included for each patient:	Accomplished	Not Accomplished
1. Accurate information................................	☐	☐
2. The correct time units..............................	☐	☐

Check-Out Activity

SCHEDULING PATIENTS

Read the information below. Then mark off the time on the appointment book page provided by your teacher.

Dr. Huntress has office hours on Monday and Tuesday from 8:30 a.m.-6:00 p.m., and on Saturday from 9:00 a.m.-5:00 p.m. She schedules lunch from 12:00 noon-1:00 p.m., and likes to start her first afternoon patient at 1:30 p.m. Dr. Huntress prefers to have her last patient scheduled so that she can leave on time. On Tuesday, she has a meeting from 11:00 a.m.-12:00 noon at the General Hospital.

Schedule these five patients on Tuesday.

a. Nancy Sanders needs to have a restorative (rest.) appointment which requires three units of time. The best time for her is Tuesday at 10:00 a.m.

b. Katherine Black needs one x-ray taken of an anterior tooth. She will need one unit of time, and she can come in any time.

c. Jonathan Miller, age 4, needs three units of time for a restorative. The best time is early morning.

d. Steven Carson, age 17, needs four units of time for his teeth to be cleaned and x-rays taken. He gets out of school at 3:00 p.m.

e. Paul Smith needs extensive restorative work done and is available to come in for six units of time afternoon only.

Check-Out Activity

SCHEDULING PATIENTS

Answer Key

TUESDAY

8	00		
	15		
	30	Jonathan Miller	
	45	Rest. (Age 4)	
9	00	↓ 279-3819	
	15		
	30	↓ Katherine Black - X-ray	
	45	279-1550	
10	00	Nancy Sanders	
	15	Rest.	
	30	↓ 427-2843	
	45		
11	00	Meeting	
	15	General Hospital	
	30		
	45	↓	
12	00	LUNCH	
	15		
	30		
	45	↓	
1	00		
	15		
	30	Paul Smith	
	45	Rest.	
2	00	279-0081	
	15		
	30		
	45	↓	
3	00		
	15		
	30	Steve Carson	
	45	Cleaning & X-rays	
4	00	(Age 17)	
	15	↓ 427-3922	
	30		
	45		
5	00		
	15		
	30		
	45		
	00		
	15		
	30		
	45		

GREETING PATIENTS AND VISITORS

OBJECTIVE

GIVEN a written conversation between a medical assistant and a visitor,

LIST THE CHANGES THAT SHOULD BE MADE IN GREETING THE VISITOR.

YOUR SHOULD list at least six changes.

ATTITUDES AND VALUES TO BE DEVELOPED

Students will realize that maintaining good public relations is as important in the health field as in any other occupation.

CONTENTS

Instruction Sheet	Learning Activity Number
I GREETING PATIENTS AND VISITORS	1
Student Self-Check	
I STEPS IN GREETING PATIENTS AND VISITORS	2
Instructor's Final Checklist	
GREETING PATIENTS AND VISITORS	4

CHECK-OUT ACTIVITIES

You will be provided a written conversation between a medical assistant and a visitor.

List the changes that should be made in greeting the visitor.

GREETING PATIENTS AND VISITORS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have the class read Instruction Sheet I. Discuss the following: The steps in greeting a patient/visitor; how to handle situations that require special procedures; general rules for greeting patients/visitors.	Instruction Sheet I	
2	Have students complete Student Self-Check I.	Student Self-Check I	
3	Divide the class into five groups. Have each group prepare and present a skit based on one of the situations described in Instruction Sheet I--Visitor, Professional, Unidentified Caller, etc. (Some wrong greeting procedures should be presented as well as the correct ones.) After each skit, have the class critique the greeting procedures.	Instruction Sheet I	
4	Duplicate a copy of the conversation for each student. Have him/her list at least six changes that should be made in the greeting procedures. Use the Answer Key to check each student's answers. Use the Instructor's Final Checklist to evaluate each student.	Check-Out Activity Sheet (Master Copy in this section) Answer Key Instructor's Final Checklist	

Instructor's Final Checklist

GREETING PATIENTS AND VISITORS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student listed at least six changes that should be made in greeting the visitor.............................	[ ]	[ ]

Check-Out Activity

GREETING PATIENTS AND VISITORS

Read the following conversation between a medical assistant and a visitor. List the changes that should be made in greeting Mr. Hayes.

VISITOR (approaching the assistant's desk): "Good morning. How are you today?"

ASSISTANT (reading a magazine): "Just a minute."

VISITOR: "It sure is wet outside."

ASSISTANT: "What? Oh, yea. It's raining."

VISITOR: "Can you help me please?"

ASSISTANT: "What is it?"

VISITOR: "I would like to see Dr. Stevens."

ASSISTANT: "You'll have to make an appointment."

VISITOR: "But I do have an appointment!"

ASSISTANT: "When?"

VISITOR: "Ten o'clock this morning."

ASSISTANT: "What did you say your name was?"

VISITOR: "Mr. Hayes, G. W. Hayes."

ASSISTANT: "Sit over there."

She dials the phone.

ASSISTANT: "Suzie? You'll never guess who is getting a divorce. . ."

Mr. Hayes looks around for a place to hang his wet raincoat and umbrella. He finds an outdated newspaper and tries to turn the lamp on--the light bulb is burned out!

ASSISTANT (on the intercom): "Dr. Stevens, there is a visitor to see you."

DOCTOR: "His name and business?"

ASSISTANT: "I, uh, I don't know, Dr. Stevens."

Instruction Sheet II (p. 2)

DOCTOR: "What? Send him in, please."

ASSISTANT: "I'm sorry, Dr. Stevens. I can't."

DOCTOR: "Why?"

ASSISTANT: "He's gone!"

DOCTOR (coming through the doorway): "I'm afraid that your negligence may have cost me a new patient!"

ASSISTANT: "Oh, if it's really important, he'll come back!"

Check-Out Activity

GREETING PATIENTS AND VISITORS

Answer Key

The student should have listed at least six of the following answers:

1. Greet the visitor promptly. Don't put him off or make a phone call.

2. Extend a friendly welcome such as "Good Morning."

3. Learn the visitor's name.

4. Determine the business of the caller.

5. Notify the doctor of the caller's arrival unless you yourself have the authority to take care of the business.

6. Tell the visitor where to leave his raincoat and umbrella.

7. If he has to wait, ask him to have a seat and offer him current reading material. Make sure he has plenty of lighting. Say a few friendly words before returning to your work. Withhold confidential information.

8. When the doctor is ready, show the caller to his office.

9. Introduce the visitor to the doctor.

EXPLAINING DOCTORS' FEES

OBJECTIVE

GIVEN three case situations,

EXPLAIN THE DOCTOR'S FEE FOR EACH SITUATION.

YOU SHOULD give the correct explanation for at least two of the situations.

ATTITUDES AND VALUES TO BE DEVELOPED

Students will realize that it is a good idea to determine the cost of medical treatment even though they carry health insurance.

CONTENTS

Instruction Sheet	Learning Activity Number
I EXPLAINING MEDICAL FEES	1
Instructor's Final Checklist	
EXPLAINING DOCTORS' FEES	3

CHECK-OUT ACTIVITIES

You will be provided case situations.

Explain the doctor's fee for each situation.

EXPLAINING DOCTORS' FEES

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have the class read Instruction Sheet I. Discuss how to explain the questions frequently asked by patients. Also review the list of common services offered by doctors.	Instruction Sheet I	
2	Students have two options for completing this learning activity: (a) Have three small groups plan and present a skit about explaining a doctor's fees. It is suggested that you assign one of the questions presented in Instruction Sheet I to each group; e.g., "How much is the fee?" may be assigned to group I. (b) Interview a medical assistant to find out how doctors' fees are explained in his/her office. Have each student report to the class.	Instruction Sheet I	
3	Prepare the case situations concerning a doctor's fees. It is suggested that you include for each situation fees for specific services (see the list in Instruction Sheet I) and one or two questions frequently asked by patients (see the three questions presented in Instruction Sheet I).	Three case situations	

EXPLAINING DOCTORS' FEES

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	Provide each student a copy of the case situations, and have him/her write an explanation for each one.		
	Use the Instructor's Final Checklist to evaluate each student's work.	Instructor's Final Checklist	

Instructor's Final Checklist

EXPLAINING DOCTORS' FEES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In explaining a doctor's fees, the student gave the correct explanation for at least two of the case situations..	[ ]	[ ]

FILING PATIENTS' RECORDS

OBJECTIVES

GIVEN a drawer prepared for filing, a file folder, and the basic data chart you prepared in Task Assignment Sheet PA-H-26,

PREPARE THE CHART FOR FILING, AND FILE IT IN THE FILE DRAWER.

YOUR CHART should be correctly indexed, coded, and filed in alphabetical order.

ATTITUDES AND VALUES TO BE DEVELOPED

--Students will realize that materials must be filed so that they can be easily and readily retrieved.

CONTENTS

	Learning Activity Number
Instruction Sheets	
I. FILING PROCEDURES	1
Instructor's Final Checklist	
FILING PATIENTS' RECORDS	4

CHECK-OUT ACTIVITIES

You will be provided a file drawer, file folder, and the basic data chart you prepared previously.

Prepare the file folder and file your chart in the file drawer.

FILING PATIENTS' RECORDS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have the class read Instruction Sheet I. Discuss the steps in filing.	Instruction Sheet I	
2	Arrange for small groups of students to examine an alphabetical filing system in the school: school office, library, business and office classroom.	Alphabetical filing system	
3	See that each student has his/her basic data chart. Have him/her index and code the chart.	Each student's basic data chart prepared in Task Assignment Sheet PA-H-36	
4	Prepare a file drawer (or a box) by arranging file dividers in alphabetical order. (If file dividers are not available, you may use file folders. Print a letter of the alphabet on the tab of each folder.) Have each student prepare a file folder and file it in the file drawer. Use the Instructor's Final Checklist to evaluate each student's performance. NOTE: Leave the files intact to be used for the next task, "Retrieving Patients' Records."	Drawer prepared for filing File Folders Students prepare charts Instructor's Final Checklist	

Instructor's Final Checklist

FILING PATIENTS' RECORDS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In filing his/her basic data chart, the student correctly:

	Accomplished	Not Accomplished
1. Indexed the chart	[ ]	[ ]
2. Coded the chart	[ ]	[ ]
3. Prepared the file folder	[ ]	[ ]
4. Filed the chart in alphabetic sequence	[ ]	[ ]

RETRIEVING PATIENTS' RECORDS

OBJECTIVES

GIVEN a file box, a request for records, and a charge-out card,

RETRIEVE THE RECORDS.

YOUR SHOULD retrieve each record requested and complete the charge-out card without error.

ATTITUDES AND VALUES TO BE DEVELOPED

--Students will appreciate accurately filed records that can be easily retrieved.

CONTENTS

	Learning Activity Number
Instruction Sheets	
I. REMOVING FILED RECORDS	1
Instructor's Final Checklist	
RETRIEVING PATIENTS' RECORDS	3

CHECK-OUT ACTIVITIES

You will be provided a request for basic data charts.

Go to the file box and retrieve each chart and the folder. Use the charge-out method. Turn in the request with the charts.

RETRIEVING PATIENTS' RECORDS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have the class read Instruction Sheet I and examine the charge-out card. Discuss the three methods for removing materials from the files.	Instruction Sheet I	
2	Divide the file folders (filed in the previous task) into several groups. File each group of folders alphabetically in a box. Include a charge-out card and a list of the folders for each box. Assign small groups of students (even number) to each box. Have them work in pairs as one student requests files and the other demonstrates how to use the three methods for removing them. They then reverse roles.	Boxes of files List of files in each box Charge-out cards (Master copy in this section)	
3	Use the same file boxes prepared in Learning Activity 2. Assign students to each box. Prepare requests for basic data charts for each student, and have him/her retrieve the folders and fill out the charge-out card for each one. Have the student turn in the folders and the request.	Supplies listed under Learning Activity 2 Requests for basic data charts Instructor's Final Checklist	

RETRIEVING PATIENTS' RECORDS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
3	Use the Instructor's Final Checklist to check each student's performance. After you check his/her work, have the student refile the folders in the file box.		

Master Copy

Task Assignment Sheet PA-H-37

OUT

OUT TO	Date Out	NAME OR SUBDIVISION OR NUMBER OUT	Wanted By Date Requested	OUT TO	Date Out	NAME OR SUBDIVISION OR NUMBER OUT	Wanted By Date Requested

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Instructor's Final Checklist

RETRIEVING PATIENTS' RECORDS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In retrieving basic data charts, the student:

	Accomplished	Not Accomplished
1. Removed each chart requested	[ ]	[ ]
2. Completed the charge-out card without error for each file removed:		
a. Student's name	[ ]	[ ]
b. Date out	[ ]	[ ]
c. Name on file folder	[ ]	[ ]
d. Date file is wanted	[ ]	[ ]

COMPLETING BIRTH CERTIFICATES

OBJECTIVE

GIVEN a blank Certificate of Live Birth and a case situation.

COMPLETE THE CERTIFICATE.

YOU SHOULD complete the certificate in accordance with the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED

The student will appreciate the fact that personnel involved in preparing birth records endeavor to record accurate information and to keep that information confidential.

CONTENTS

Instruction Sheet	Learning Activity Number
I FILLING OUT A CERTIFICATE OF LIVE BIRTH	1
Instructor's Final Checklist	
COMPLETING BIRTH CERTIFICATES	4

CHECK-OUT ACTIVITIES

You will be provided a blank Certificate of Live Birth and a case situation.

Complete the certificate. Have your parent sign the appropriate section for "Certifier."

COMPLETING BIRTH CERTIFICATES

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	NOTE: Before the students begin this task, obtain several copies of a reference.	Hospital Handbook on Birth and Fetal Death Registration Contact the Registrar at your local health department or Department for Human Resources, Bureau of Health Services, Office of Vital Statistics, Frankfort, KY 40601 Physicians' Handbook on Medical Certification: Death, Birth, Fetal Death U.S. Department of Health and Human Services; Public Health Service; Office of Health Research, Statistics and Technology; National Center for Health Statistics, 3700 East-West Highway, Hyattsville, Maryland 20782	
1	Have the class examine the completed certificate in Instruction Sheet I. Discuss the kinds of information that are included on a birth certificate.	Instruction Sheet I	
2	Using the reference as a guide, discuss the directions for completing each item on the certificate.	Copies of a reference under "Note" Instruction Sheet I	

COMPLETING BIRTH CERTIFICATES

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
3	Duplicate a copy of the certificate for each student. Develop a case situation concerning information required for the certificate. Present the information, item by item, and have the class fill in each section together.	Blank copies of the Certificate of Live Birth (Master Copy in this section.) Case situation Reference	
4	Develop a case situation which provides the information necessary for completing a birth certificate. Provide each student a copy. Also provide each student with a blank copy of the certificate. Have him/her complete it. A parent may serve as certifier. Use the Instructor's Final Checklist to evaluate each completed certificate.	Case situation Blank copies of the Certificate of Live Birth Instructor's Final Checklist	

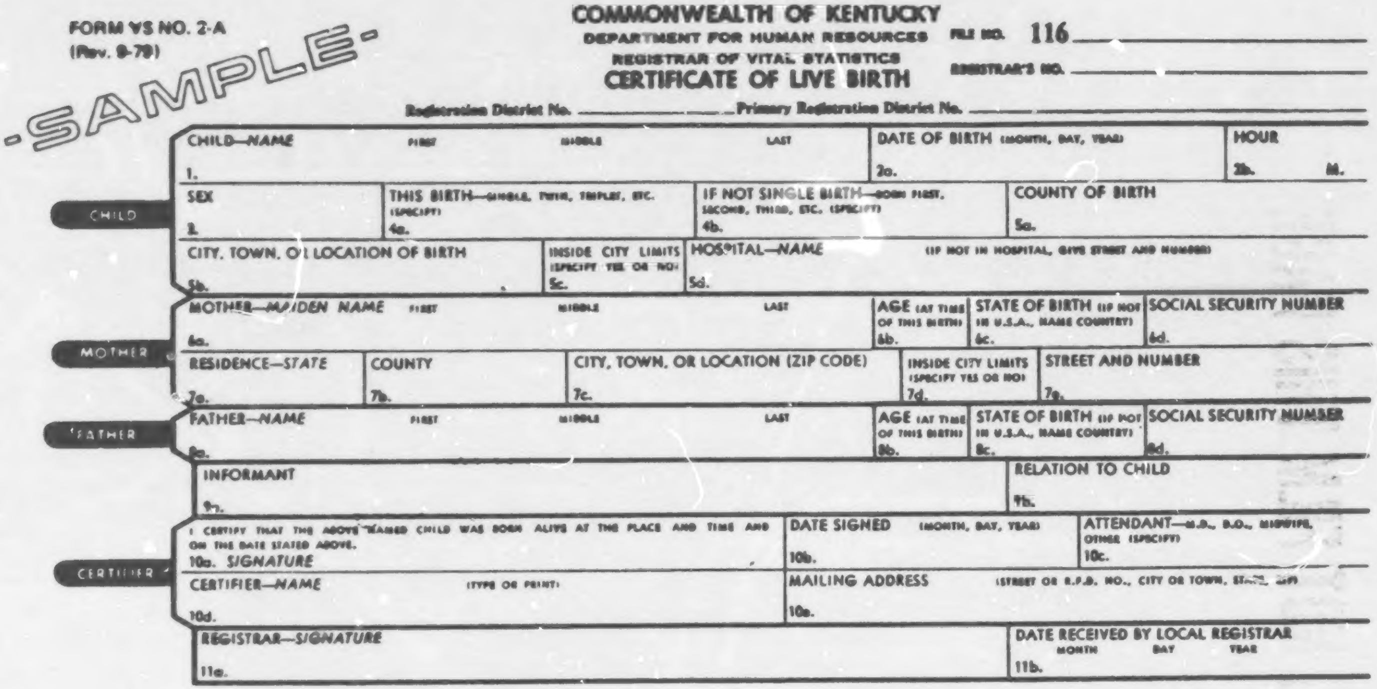
Instructor's Final Checklist

COMPLETING BIRTH CERTIFICATES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In completing a Certificate of Live Birth, the student:	Accomplished	Not Accomplished
1. Completed all items (with exception of "Registrar")..	☐	☐
2. Typed or printed legibly in black ink................	☐	☐
3. Did not make alterations or erasures.................	☐	☐
4. Required the signature to be written.................	☐	☐
5. Avoided abbreviations...............................	☐	☐
6. Spelled entries correctly...........................	☐	☐

Master Copy



FORM VS NO. 2-A
(Rev. 9-79)

-SAMPLE-

COMMONWEALTH OF KENTUCKY
DEPARTMENT FOR HUMAN RESOURCES
REGISTRAR OF VITAL STATISTICS
CERTIFICATE OF LIVE BIRTH

FILE NO. 116 ____________

REGISTRAR'S NO. ____________

Registration District No. ____________ Primary Registration District No. ____________

CHILD

CHILD—*NAME* FIRST MIDDLE LAST 1.	DATE OF BIRTH (MONTH, DAY, YEAR) 2a.	HOUR 2b. M.	
SEX 3.	THIS BIRTH—SINGLE, TWIN, TRIPLET, ETC. (SPECIFY) 4a.	IF NOT SINGLE BIRTH—BORN FIRST, SECOND, THIRD, ETC. (SPECIFY) 4b.	COUNTY OF BIRTH 5a.
CITY, TOWN, OR LOCATION OF BIRTH 5b.	INSIDE CITY LIMITS (SPECIFY YES OR NO) 5c.	HOSPITAL—*NAME* (IF NOT IN HOSPITAL, GIVE STREET AND NUMBER) 5d.	

MOTHER

MOTHER—*MAIDEN NAME* FIRST MIDDLE LAST 6a.	AGE (AT TIME OF THIS BIRTH) 6b.	STATE OF BIRTH (IF NOT IN U.S.A., NAME COUNTRY) 6c.	SOCIAL SECURITY NUMBER 6d.	
RESIDENCE—*STATE* 7a.	COUNTY 7b.	CITY, TOWN, OR LOCATION (ZIP CODE) 7c.	INSIDE CITY LIMITS (SPECIFY YES OR NO) 7d.	STREET AND NUMBER 7e.

FATHER

FATHER—*NAME* FIRST MIDDLE LAST 8a.	AGE (AT TIME OF THIS BIRTH) 8b.	STATE OF BIRTH (IF NOT IN U.S.A., NAME COUNTRY) 8c.	SOCIAL SECURITY NUMBER 8d.

INFORMANT 9a.	RELATION TO CHILD 9b.

CERTIFIER

I CERTIFY THAT THE ABOVE NAMED CHILD WAS BORN ALIVE AT THE PLACE AND TIME AND ON THE DATE STATED ABOVE. 10a. *SIGNATURE*	DATE SIGNED (MONTH, DAY, YEAR) 10b.	ATTENDANT—M.D., D.O., MIDWIFE, OTHER (SPECIFY) 10c.
CERTIFIER—*NAME* (TYPE OR PRINT) 10d.	MAILING ADDRESS (STREET OR R.F.D. NO., CITY OR TOWN, STATE, ZIP) 10e.	

REGISTRAR—*SIGNATURE* 11a.	DATE RECEIVED BY LOCAL REGISTRAR MONTH DAY YEAR 11b.

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Task Assignment Sheet PA-H-38

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Instructor's Guide Sheet Task Assignment Sheet PA-H-39

FIGURING HOSPITAL COSTS

OBJECTIVE

GIVEN a hospital rate chart and a case situation,

FIGURE THE TOTAL HOSPITAL COST.

THE TOTAL should be correct.

ATTITUDES AND VALUES TO BE DEVELOPED

Students will become aware of the tremendous costs involved in directing a hospital.

CONTENTS

Instruction Sheet	Learning Activity Number
I HOSPITAL RATES	1
Instructor's Final Checklist	
FIGURING HOSPITAL RATES	4

CHECK-OUT ACTIVITIES

You will be provided a hospital rate chart and a case situation.

Figure the total hospital cost.

FIGURING HOSPITAL COSTS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have the class examine the hospital rate chart in Instruction Sheet I. (The items listed are only a fractional part of a hospital's charges.) Discuss the kinds of items for which most hospitals charge. (As a point of interest, explain that hospitals do not charge for blood. The charge is for the laboratory work that must be done; e.g., the blood must be typed to insure the patient is getting the correct type. Often it must be separated--plasma, platlets, white cells--to meet the needs of the patient.)	Instruction Sheet I	
2	Students have two options in performing this learning activity: (a) Interview an ex-hospital patient in order to determine the kinds of services for which he/she is paid. (b) Interview an employee of a hospital business office in order to determine hospital room rates. Both groups should report to the class.		
3	Using the hospital rate chart in Instruction Sheet I, develop some hospital-cost problems for students to figure.	Instruction Sheet I Hospital-cost problems	

FIGURING HOSPITAL COSTS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	For example: What is the cost for the use of the operating room for 20 minutes?		
4	Prepare a case description of hospital costs for a patient. Develop a hospital rate chart or use the one in Instruction Sheet I. Provide each student with a copy of the case description and hospital rate chart. Have him/her figure the cost of each item and the total cost. Use the Instructor's Final Checklist to evaluate each student's work.	Case description Hospital rate chart Instructor's Final Checklist	

Instructor's Final Checklist

FIGURING HOSPITAL COSTS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student figured the correct hospital cost............	[ ]	[ ]

PREPARING HEALTH INSURANCE CLAIM FORMS

OBJECTIVE

GIVEN a case situation, a health insurance claim form, and a procedure code manual,

PREPARE THE CLAIM FORM.

ALL NECESSARY INFORMATION should be entered without error in the appropriate spaces, and X's should indicate where the patient's and insured's signatures must appear.

ATTITUDES AND VALUES TO BE DEVELOPED

Students will appreciate the courtesy that most physicians extend their patients in preparing their health insurance claim forms.

CONTENTS

Instruction Sheet	Learning Activity Number
I FILLING OUT A HEALTH INSURANCE CLAIM FORM	1

Instructor's Final Checklist	
PREPARING HEALTH INSURANCE CLAIM FORMS	5

CHECK-OUT ACTIVITIES

You will be provided a case situation and a blank health insurance claim form.

Prepare the claim form. Use the procedure code manual you prepared in Learning Activity 3.

PREPARING HEALTH INSURANCE CLAIM FORMS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students interview three people to determine what types of health insurance they carry. Allow them to report their findings in class.		
2	Have the class examine the completed insurance form in Instruction Sheet I. Discuss the types of information included in a health form. Specifically explain Item 24c "Procedure Code." The code is contained in a procedure code manual in the doctor's office. It has code numbers for all the types of health services; e.g., the 90001 on the form is the code for the treatment administered for hypertension. The medical secretary refers to the manual when he/she prepares an insurance claim form.	Instruction Sheet I	
3	Divide the class into small groups, and have each group make a simulated procedures code manual. You may prefer to make a list of services, such as bone setting, eye surgery, maternity delivery, etc. and have students assign code numbers, or you may prefer that each group list the services.		

PREPARING HEALTH INSURANCE CLAIM FORMS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
4	Duplicate an insurance form for each student. Develop a case situation for use in filling out the form. Present the information for one item at a time, and have the class fill in each appropriate space together. Have students place an X beside Items 12 and 13.	Health insurance claim form (Master copy in this section.) Case situation	
5	Provide each student with an insurance form and a copy of the case situation. Have procedure code manuals available for reference. Have students complete the insurance form. Use the Instructor's Final Checklist to evaluate each form.	Health insurance claim forms Case situation Procedure code manuals prepared in Learning Activity 3 Instructor's Final Checklist	

Master Copy

Task Assignment Sheet PA-H-40

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Blue Cross
Blue Shield
of Kentucky

9901 Linn Station Road
Louisville, Kentucky 40223
502/429-9600

®Reg. Mark Blue Cross Assn. ® Reg. Mark Blue Shield Association

CLAIM FORM

DO NOT COMPLETE SHADED BLOCKS
SEE REVERSE SIDE FOR INSTRUCTIONS

RECIPROCITY

PATIENT & INSURED (SUBSCRIBER) INFORMATION

1 PATIENT'S NAME (First name, middle initial, last name)

2 PATIENT'S DATE OF BIRTH

3 INSURED'S NAME (First name, middle initial, last name)

4 PATIENT'S ADDRESS (Street, city, state, ZIP code)

TELEPHONE NO

5 PATIENT'S SEX MALE ☐ ☐ FEMALE

6 INSURED'S I.D. MEDICARE AND/OR MEDICAID NO (Include any letters)

7 PATIENT'S RELATIONSHIP TO INSURED SELF ☐ SPOUSE ☐ CHILD ☐ OTHER ☐

8 INSURED'S GROUP NO (Or Group Name)

9 OTHER HEALTH INSURANCE COVERAGE - Enter Name of Policyholder and Plan Name and Address and Policy or Medical Assistance Number

10 WAS CONDITION RELATED TO

A PATIENT'S EMPLOYMENT YES ☐ ☐ NO

B AN AUTO ACCIDENT YES ☐ ☐ NO

11 INSURED'S ADDRESS (Street, city, state, ZIP code)

12 PATIENT'S OR AUTHORIZED PERSON'S SIGNATURE (Read back before signing)

I Authorize the Release of any Medical Information Necessary to Process this Claim and Request Payment of MEDICARE Benefits Either to Myself or to the Party Who Accepts Assignment Below

SIGNED DATE

13 I AUTHORIZE PAYMENT OF MEDICAL BENEFITS TO UNDERSIGNED PHYSICIAN OR SUPPLIER FOR SERVICE DESCRIBED BELOW

SIGNED (Insured or Authorized Person)

PHYSICIAN OR SUPPLIER INFORMATION

14 DATE OF ◀ ILLNESS (FIRST SYMPTOM) OR INJURY (ACCIDENT) OR PREGNANCY (LMP)

15 DATE FIRST CONSULTED YOU FOR THIS CONDITION

16 HAS PATIENT EVER HAD SAME OR SIMILAR SYMPTOMS? YES ☐ ☐ NO

17 DATE PATIENT ABLE TO RETURN TO WORK

18 DATES OF TOTAL DISABILITY FROM THROUGH

DATES OF PARTIAL DISABILITY FROM THROUGH

19 NAME OF REFERRING PHYSICIAN OR OTHER SOURCE (e.g. public health agency)

20 FOR SERVICES RELATED TO HOSPITALIZATION GIVE HOSPITALIZATION DATES

ADMITTED DISCHARGED

21 NAME & ADDRESS OF FACILITY WHERE SERVICES RENDERED (If other than home or office)

22 WAS LABORATORY WORK PERFORMED OUTSIDE YOUR OFFICE? YES ☐ ☐ NO CHARGES

23 DIAGNOSIS OR NATURE OF ILLNESS OR INJURY. RELATE DIAGNOSIS TO PROCEDURE IN COLUMN D BY REFERENCE TO NUMBERS 1, 2, 3, ETC. OR DX CODE

1
2
3
4

-SAMPLE-

24 A DATE OF SERVICE	B ● PLACE OF SERVICE	C FULLY DESCRIBE PROCEDURES, MEDICAL SERVICES OR SUPPLIES FURNISHED FOR EACH DATE GIVEN PROCEDURE CODE (IDENTIFY:)	(EXPLAIN UNUSUAL SERVICES OR CIRCUMSTANCES)	D DX CODE (ID)	E CHARGES	F. FOR BLUE SHIELD USE ONLY 1 DAYS, UNITS OR QUANTITY	2 AMOUNT PAID	3 TRANS CODE

25 SIGNATURE OF PHYSICIAN OR SUPPLIER

(I certify that the statements on the reverse apply to this bill and are made a part hereof.)

SIGNED DATE

26 ACCEPT ASSIGNMENT (GOVERNMENT CLAIMS ONLY) (SEE BACK) YES ☐ ☐ NO

27 TOTAL CHARGE

28 AMOUNT PAID

29 BALANCE DUE

30 YOUR SOCIAL SECURITY NO

31 PHYSICIAN'S OR SUPPLIER'S NAME, ADDRESS, ZIP CODE & TELEPHONE NO

I.D. NO

32 YOUR PATIENT'S ACCOUNT NO

33 YOUR EMPLOYER I.D. NO

● PLACE OF SERVICE CODES

1 INPATIENT HOSPITAL
2 OUTPATIENT HOSPITAL
3 DOCTOR'S OFFICE
4 PATIENT'S HOME
5 DAY CARE FACILITY (PSY)
6 NIGHT CARE FACILITY (PSY)
7 NURSING HOME
8 SKILLED NURSING FACILITY
9 AMBULANCE
0 OTHER LOCATIONS
A INDEPENDENT LABORATORY
B OTHER MEDICAL SURGICAL FACILITY

34 AN ACCIDENT YES A ☐ NO B ☐

35 DISP

36 PROCESSOR

37 MAKE PAYMENT TO SUBSCRIBER A ☐ PHYSICIAN B ☐

38 COVERAGE CODE

39 CLAIM NO 114589

Approved by AMA Council of Medical Service 3-79

PLAN COPY

Instructor's Final Checklist

PREPARING HEALTH INSURANCE CLAIM FORMS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In preparing a health insurance claim form, the student:

	Accomplished	Not Accomplished
1. Entered all necessary information without error in the appropriate spaces..............................	[ ]	[ ]
2. Indicated with X's where the patient's and insured's signatures must appear..............................	[ ]	[ ]

APPENDIX

PRACTICAL ARTS VIDOETAPES

These videotapes are available through the Kentucky Department of Education, Division of Materials and Curriculum, 19th Floor, Capital Plaza tower, Frankfort, Kentucky 40601; Telephone: (502) 564-2000.

Agribusiness, Natural Resources and Environmental Occupations

"Coal: Kentucky's Ace in the Hole": 1/2-inch color cartridge; 23 minutes; some on 1/2-inch reel-to-reel; 2 copies on 3/4-inch cassette. Describes types of occupations available in the coal industry and discusses useful coal by-products.

"Wildlife": 3/4-inch color cassette; 25 minutes. Explains the role of wildlife in conservation.

"Energy Careers": 1/2-inch color cartridge; 15 minutes; some on 1/2-inch reel-to-reel; 2 copies on 3/4-inch cassette. Explores careers in the alternative energy areas of solar energy, wind, and coal liquification.

"Agribusiness": 3/4-inch color cassette; 18 minutes. Deals with careers in agriculture and other farm-related careers.

Business and Office Occupations

"One Moment, Please": 1/2-inch color cartridge (2 cartridges available); 18 minutes. Explores occupations, ranging from camera operator to producer, available in radio and television production and necessary qualifications.

"Number, Please": 3/4-inch color cassette; 18 minutes. Discusses careers available in the telephone industry and shows on-the-job interviews for jobs in the industry.

"Roll the Presses": 3/4-inch cassette; 19 minutes, 20 seconds. Gives overview of careers needed to produce a newspaper.

Construction Occupations

"Construction Careers": 1/2-inch color cartridge; 20 minutes; some on 1/2-inch reel-to-reel; 2 copies on 3/4-inch cassette. Explores types of occupations, including carpenters, electricians, and plumbers, in construction careers and necessary skills needed for these careers.

Home Economics Occupations

"Gainful Home Economics": 3/4-inch color cassette; 20 minutes, 45 seconds. Describes occupations related to home economics in which people are gainfully employed.

Health Occupations

"RX Good Health": 1/2-inch color cartridge; 23 minutes, 2 copies on 3/4-inch color cassette. Explores health careers, such as medical secretary, laboratory technician, and physical therapist, in addition to doctor and nurse.

Hospitality and Recreation Occupations

"Hospitality Unlimited": 1/2-inch cartridge tape; 16 minutes; color; also on 1/2-inch reel-to-reel; 2 copies of 3/4-inch cassette. Identifies careers in the restaurant industry and hotel/motel management.

Manufacturing Occupations

"Down the Assembly Line": 3/4-inch cassette; 18 minutes. Depicts production line workers on the job; introduces students to the division of labor system whereby each worker becomes skilled in a single operation.

Orientation to the World of Work

"The Rest of Your Life": 3/4-inch cassette; 30 minutes. Introduces students to step-by-step procedures necessary in seeking employment.

Personal Service Occupations

"Barbering and Cosmetology": 3/4-inch cassette. Explores careers available in these two areas.

Public Service Occupations

"Dear John Mail": 1/2-inch color cartridge; 20 minutes; 2 copies on 3/4-inch color cassette. Explores the types of postal careers and available postal facilities.

"Law Enforcement": 3/4-inch color cassette; 25 minutes. Presents occupations available in law enforcement careers, ranging from policeman to radio operator, and their functions; also identifies necessary qualifications for entering the occupations.

"Military": 3/4-inch cassette; 17 minutes, 30 seconds. Gives students an overview of various careers associated with the military.

Transportation Occupations

"Tracking A Trucker": 1/2-inch cartridge tape; 22 minutes; color; some on 1/2-inch reel-to-reel; 2 copies on 3/4-inch cassette. Explores occupations needed to support the trucking industry from mechanic to driver.

"The People of the Airlines": 3/4-inch cassette; 22 minutes. Shows people on the job at the airport and on the airplane.

REFERENCES APPROPRIATE FOR CAREER EXPLORATION

Documents

Exploring Careers, 1979
Bulletin 2001
Bureau of Labor Statistics
1371 Peachtree Street, N.E.
Atlanta, CA 30309
Telephone: (404) 881-4418

Occupational Outlook Handbook
Bulletin 1955
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402
(Cloth Cover) Stock No. 029-001-02067-8
(Paper Cover) Stock No. 029-001-02059-7

Dictionary of Occuaptional Titles
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402
Stock No. 029-013-00079-9

Sources of Information

Practial Arts Unit
Bureau of Vocational Education
21st Floor
Capital Plaza Tower
Frankfort, KY 40601
Telephone: (502) 564-3472

Gregg/McGraw-Hill
Webster Division
1221 Avenue of the Americas
New York, NY 10020

McKnight Publishing Company
Bloomington, IL 61701

New Jersey Vocational Technical
Curriculum Laboratory
Rutgers University
4103 Kilmer Campus
New Brunswick, NJ 08903

Ohio Department of Education
Division of Vocational Education
Career Development Service
Columbus, OH 43215

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

Xerox Educational Publications
P.O. Box 16629
Columbus, OH 43216

ADDRESSING STUDENTS WITH SPECIAL NEEDS

Some students may need special help in achieving competency. Ideas are presented here for helping identify those students and modifying materials and techniques to help them succeed.

Identifying Students with Special Needs

Generally speaking, those students who cannot succeed in the regular vocational education programs without special help are termed "students with special needs" (Vocational Education Act of 1963 and Amendments). Persons most likely to be identified as students with special needs are the academically and economically disadvantaged and the handicapped--the mentally retarded, deaf and hard of hearing, speech impaired, emotionally disturbed, orthopedically (physically) impaired, health impaired, and learning disabled.

The handicapped are further identified as those (1) with a physical or mental disability that substantially impairs one or more major life activity--walking, seeing, hearing, speaking, working, or learning; (2) who have a record or history of such impairment or condition; and (3) are regarded as having an impairment (Rehabilitation Act of 1973). Women, minorities, the limited English speaking, and others likely to be underemployed or striving for equal opportunity in employment, when meeting the criteria for academic or economic deprivation, are specifically identified in the disadvantaged group to be given special help.

Formulating a Basic Approach to Teaching

Society recognizes the right of every individual to an appropriate education, and the law mandates giving persons with special needs an equal chance. In brief:

1. The Vocational Education Amendments of 1976 give special emphasis to developing and providing programs of vocational education for "those with special educational handicaps" and reserves moneys to do so.

2. The Education for All Handicapped Children Act of 1975 assures that all handicapped children between the ages of three to twenty-one have available to them a free, appropriate public education which relates to their unique needs and is provided in the least restrictive environment.

3. The Rehabilitation Act of 1973 prohibits discrimination on the basis of handicap in any program or activity receiving federal financial assistance and directs employers to take affirmative action in hiring handicapped people.

4. The Education Amendments of 1972 prohibit discrimination on the basis of sex in educational programs receiving or benefiting from federal financial assistance.

5. The Civil Rights Act of 1964 prohibits discrimination in employment on the basis of sex, race, color, religion, or national origin in any program or activity receiving federal financial assistance--including training for employment.

We must, then, provide equal opportunity to learn in our instructional processes.

Basically, an approach to teaching which recognizes individual differences in all students provides the best atmosphere for disadvantaged and handicapped students. This approach allows students to work at different rates; involves large group, small group, and individual instruction; incorporates a variety of instructional materials, media, and teaching techniques; and involves a variety of learning activities--reading, doing, discussing, listening, viewing, experiencing, sharing, cooperating, relating, using the senses, etc. It gives disadvantaged and handicapped students the dignity of exploring, learning, and facing the same experiences and responsibilities as other students, without limiting their possibilities by stereotyped concepts of what they can or cannot do.

It involves being organized, with students completely familiar with the teaching/learning plan. When beginning a CBVE class, for example, explain what learning to attain competencies means, how the students will carry out their work, how to use the materials, where to find materials, how and when tests will be given, how "passing" or competency is determined, and what your role as a teacher is.

It also means teacher direction for those students who are not self-directed learners--those with poor academic backgrounds who thrive on teacher interaction and need immediate feedback, instruction simplified, procedures modified, social development as well as specific job skills, role models, or other special aid. For these students, the learning activities described in the materials may become the teacher's lesson plan and utilized in large-group and small-group settings before the individual student attempts doing learning activities alone. The teacher-directed class might proceed as follows: teacher introduction to tasks to be performed, explanation of what is to be learned and why, presentation of information in small chunks, demonstration of how, student tryout and practice, time for questions and answers, trial test followed by reteaching, and evaluation. The teacher will employ a variety of strategies to address the learning needs and styles of the student.

Using Special Strategies

In order to determine the most appropriate teaching strategies, assess the class for kinds of special help required, and develop a plan for meeting any unique needs. Refer to Mainstreaming Guidebook for Vocational Educators by Dahl, Appleby, and Lipe, Olympus Publishing Company, Salt Lake City, Utah 84105, for modifications and general classroom strategies for meeting the unique needs of the different handicapped populations.

Also, enlist the advice and help of employers, support personnel, and agencies and organizations serving disadvantaged and handicapped populations in your school system and geographic area.

Redirecting Teaching Strategies Usually Used

Many of the strategies usually used with regular students may be redirected or modified and also provide effective learning activities for students with special needs. An explanation of how this many be done follows.

AUDIO-VISUALS (films, filmstrips, slide/tape, videotapes, and ETV and commercial television programs). The combination of sight and sound provides more effective communication than either sight or sound alone. Audio-visuals may be used to supplement or replace other methods of presenting information. The hearing impaired will require captioning, signing, or a printed script written at the appropriate reading level or presenting only essential details. The visually impaired may glean information from the sound source, but additional explanation will need to be provided for any visual display of information which is not explained adequately by the narration. Some audio-visual presentations, particularly 8 mm and 16 mm films, may move too fast for the information to be grasped and need to be evaluated with this in mind.

CONTACT WITH WORK ENVIRONMENT. Handicapping conditions, limited finances, geographic isolation, cultural difference, limited communication skills, and social isolation have caused disadvantaged and handicapped persons to have little contact with the world of work. Familiarity with the work setting in which a particular job takes place, relationships with other workers, business use of the telephone, relationship of one's job to other jobs in the same business are just a few examples of areas where special students may require special exposure by means of field trips, spending a day on the job, viewing films, or having additional training sessions.

NOTE: For those with physical impairments, field trips, on-site job observations, and work experience opportunities will be limited to "accessible" businesses in the community. Before deciding where to go, determine whether the facilities are accessible.

DEMONSTRATION AND TRYOUT. Demonstration by teacher, experienced workers, and previously trained students provide reliable role models for learners. Steps, procedures, precautions, physical manipulation, and techniques are imprinted visually in the order and at the time they should occur in task performance. Immediate tryout of the task following the demonstration or an immediate attempt of each step, technique, or procedure as it is demonstrated provides students direct involvement, permits correction and clarification, and promotes retention. Tryout also identifies areas in performance steps, techniques, tools, and work environment where handicapped students need to have modification in order to perform tasks and meet industry standards.

ELIMINATION OF STEREOTYPING. Disadvantaged and handicapped people face more than the sex role stereotyping myths in their quest for employment. The following are just a few examples: "Deaf people are dumb." The best job for blind people is tuning pianos." "He'll never be able to do that; he's a cripple." "Mr. ______ was no good; so will be his son." "She can never do that; her parents didn't go to college." In addition to overcoming the unfounded assumptions of others, disadvantaged and handicapped often have equal misconceptions about themselves thinking: "I can never do that." "_____, who is deaf does assembly line work; that's what I'll do, too." "I'll never be anybody."

Overcoming stereotyping may begin with using sex fair instructional materials and media, exploring interests and abilities, exploring two or three nontraditional jobs, or complimenting accomplishments. It may include planning how to reach an educational goal, providing role models (person with like handicap or socioeconomic background who has succeeded), as well as observing persons in nontraditional work roles. It means doing whatever raises aspirations and increases self-worth. It means attempting to eliminate underemployment.

EMPLOYER INVOLVEMENT. Programs with employer input are more practical and in line with the current needs of the job market. Employers who make input feel a special kinship to the program and get a chance to see the students before meeting them in the job market.

For disadvantaged and handicapped students, employer involvement offers a very special opportunity to remove common misconceptions about their capabilities. It enables employers to help with any modification needed, see students performing tasks, and observe how the students relate to others. It gives students a chance to prove that they can do the work, that they will not endanger themselves or others, and that they will not increase expenses. These are major employer concerns. Both students and teachers should be prepared to provide reassuring answers and evidence to show there is no more risk than with the nonhandicapped.

Employers may be involved by giving class presentations; giving suggestions for program improvement and modifications; conducting mock interviews; and providing work experience, observations and worker interviews, job analysis, etc.

HANDS-ON EXPERIENCES: PROBLEM SOLVING: PERSONAL INVOLVEMENT (work samples, tryout exercises, games, role playing). Being involved in a sample of work through completing a product, performing related paper work, or role playing interpersonal relationships on the job keeps students interested, holds attention to the learning tasks, and injects the realities of working and job performance in the teaching/learning situation. It makes the student feel that the instruction is practical and valuable. Accomplishment means "qualified for work"--a great boost to self-esteem for those who doubt self-worth.

The instructor and other students should avoid taking over when handicapped students are awkward or slow in completing a task. The student cannot master the skill if someone else does it.

ILLUSTRATIONS (pictures, graphs, bulletin boards, transparencies, and other visuals). The disadvantaged, the mentally retarded, and the hearing impaired, particularly, are especially oriented to visual methods of learning. Other students, with the exception of the blind and some visually impaired, will appreciate visual presentation of information to be learned. Student handouts, with the steps to a task illustrated and briefly and simply explained, are especially helpful. Captioning and brief explanations are important supplements. Many illustrations may be adapted for the visually impaired by making them tactile (so that they can be felt). Sometimes enlarged print and bold outlines help.

INTERACTION; INDEPENDENCE. Economic deprivation, geographic isolation, cultural isolation, and restrictions on mobility and social relationships imposed by physical impairments have limited the experiences of the disadvantaged and the handicapped in the community at large. Many have no previous work experience, little observation of the worker's daily routine, and limited social experiences. They have been sheltered at home, absent from the scene, at best onlookers.

So that they will not continue in this role after vocational training, experiences in the community and involvement with nonhandicapped people and other students are of utmost importance. These students, as well as their families and the working community, need proof that they can function independently and competently. They need to establish contacts who can serve as references to recommend them as competent workers who can relate to others.

Field trips, worker interviews, cooperative work experience, spending a day on the job, giving talks before civic groups are, therefore, important to the acclimation of disadvantaged and handicapped students to the world of work. Participating in team work projects with other students; pairing with a slower or faster learning peer; pairing with a nonhandicapped, a nondisadvantaged, or person from another race or culture will help faster understanding and promote learning communication skills. Teaching special units dealing with related communication and social skills will also be necessary; for example: office etiquette, relationships with employer and other employees, daily work expectations which are not direct task performance, telephone skills, appropriate dress and grooming habits, to name a few.

LISTENING (explaining, discussing, reacting orally). Learning by listening is an important tool to the disadvantaged, the visually impaired, speech impaired, learning disabled, and others who "prefer to be told" or "have to be told" rather than read about it.

The visually impaired require identification of familiar sounds in the work place to determine location of different work areas, equipment functions, and hazards. The hearing impaired require sight substitutions, such as indicator lights, for critical sounds they cannot hear. They may use lip reading, interpreting, and sound conduction or amplification devices. The retarded need to become accustomed to the sounds of the work place so that they can work without being distracted. The speech impaired need to be accorded the right to listen although they may have trouble participating, or not be able to participate orally.

When information is presented for listening, instruction in how to listen (what to listen for) is important. An outline of the information presented, supplemented by visuals, tryout exercises, showing, completion of a guidesheet questions to be answered, analysis of cases or problem situations, or other application activities will enhance use and retention of information heard.

Listening is a vocational skill as well as a learning skill. Workers must be able to receive information by listening as well as provide information for listening. Most on-the-job instruction is given orally. Explanation must be given to and received from customers, co-workers, and supervisors.

READING HELPS. Being fluent in the technical vocabulary or language of the job and able to read at the level required by the job is a part of occupational competency. On-the-job reading requirements may vary from the reading of signs to following instructions given in technical manuals. The instruction given in reading, then, for vocational purposes, will depend on the reading skills possessed by the student and the reading requirements of the job. Whether or not a supplemental class in remedial reading is offered, the vocational instructor will find providing reading helps also helps provide job skill.

Braille materials, large print textbooks, magnifying devices, and recordings may be provided for the visually impaired. Materials may be simplified or outlined for the hearing impaired and others with limited language skills. The native language may be supplied above the English for critical information in textbooks used by the limited English-speaking. Familiarity with the setting in which the printed information is applied may be given via field trips, demonstrations, or films to make reading easier and more meaningful.

Students with exceptional reading problems may require the help of a special reading teacher or be enrolled in a remedial reading program. Some schools employ vocational reading teachers to assist vocational students with developing vocational reading skills and doing the reading required in their programs.

RECORDING AND RECORDINGS (tapes, records, radio programs). Information may be presented and gained by listening to recorded information rather than reading. This strategy will aid the nonreader, the poor reader, the visually impaired, the learning disabled, and others through use as a variation of teaching technique. Recording is also a useful tool for the deaf in notetaking; the recording script may be transcribed into print later by a hearing individual. It will also provide instruction for those who have missed initial classroom presentation of information or who need review. Recordings may be supplemented by slides and pictures.

RELATED MATH. Competency in math, like competency in reading, is more critical to some jobs than to others. Math is best taught in relation to the task of which it is a part. This instruction should incorporate basic math and remedial math instruction as needed. A cooperative or team teaching effort with the math teachers or related math instructors in the school will relieve the burden on the vocational instructor. Enough practice and application exercises should be provided to insure retention of the math operations involved. It is helpful to compile a list of the math competencies needed to complete the training program, prepare an assessment test to determine student skills, and plan in the beginning a program which the student can follow to attain the basic math competencies prerequisite to the course. If the skills cannot be acquired simultaneously to the job skill training program, the student should postpone entry into the course until the prerequisite skills are attained. It may be necessary to prepare a special manual and modules to provide the related math instruction.

REMEDIAL AND RETENTION EXERCISES. Doing learning activities does not necessarily make students occupationally competent. Performance must be observed, misunderstandings clarified, procedures and techniques corrected, and repetition called for at a future time. Lesson planning should anticipate theory and tasks with which students are likely to have difficulty, include additional practice exercises, and provide alternate approaches to teaching. Repetition for retention should be provided, such as repetition of information in different media presentations or use of different types of application exercises. Review sessions, keeping notebooks, completing work samples, doing live work, and solving cases will also help.

SAFETY. The Occupational Health and Safety Act has increased employer concern for safety and underscored the importance of providing safety instruction along with task performance. It is especially important for the handicapped in two ways: (1) to overcome employer concern about the handicapped person's ability to take care of himself/herself and not endanger the lives of others; (2) to identify and deal with situations which are hazardous for persons because of particular handicaps.

To meet these needs for safety instruction, the handicapped student not only needs the basic or general safety instruction related to the occupation but safety instruction or special safety provisions needed for a person with his/her particular handicap. An example is the installation of a blinking light to tell a person who is deaf that equipment is running.

NOTE: The Kentucky Department of Labor, Occupational Safety and Health Program, Division of Education and Training, Frankfort, Kentucky 40601, Phone: (502) 564-6895, offers training programs to help vocational instructors teach safety.

SUPPORT SERVICES. Some students will require emotional, social, and financial support in order to succeed in the instructional programs. Others will need career counseling and special assistance in becoming employed. Government agencies, special schools, special personnel, and organizations for disadvantaged and handicapped persons can provide this help. The following are examples and should not be considered an all-inclusive list: resource room teachers, rehabilitation counselors, guidance counselors, tutors, remedial teachers, instructors in special schools, occupational therapists, diagnostic specialists, media personnel, handicapped workers, workers who are members of a minority group, social workers, and others who can serve as role models. Survey the community to identify who serves the needs of disadvantaged and handicapped persons in your area and incorporate their assistance in related learning activities.

UNIQUE MODIFICATIONS (modified equipment, tools, learning aids, changes in work environment, adaptations in course or training program content). Some students require special help in meeting physical job requirements. When considering modification, it is important to concentrate on what the student can do. If at all possible, enable the student to function in the work environment as it is usually found. Employers look favorably on handicapped persons with this kind of preparation.

Rehabilitation centers; organizations and schools for the blind, deaf, dyslectic, disabled, and the mentally handicapped; and publishers and manufacturers of special instructional materials, aids, and equipment can offer aid in meeting unique needs. Consultation with special education personnel and rehabilitation counselors is a good starting point. The student should also be asked to make suggestions.

Care should be taken to insure occupational competency. Prospective employers should be shown how the modification operates in the work setting and how it increases efficiency.

The previously described list of strategies is not exhaustive. Others may be added. All will need to be directed toward the occupation for which training is being given, the students enrolled, the availability of instructional materials, and the community. It is also important to remember that what works well for one group of students or a particular student will not necessarily work well for another.

PRACTICAL ARTS

HEALTH OCCUPATIONS

MODULES 1-40

Task Assignment Sheet PA-H-1
General Practitioner

Practical Arts

HEALTH OCCUPATIONS

TASK: IDENTIFYING COMMONLY USED SMALL MEDICAL INSTRUMENTS

INTRODUCTION

Every occupation has special instruments that are required to do the job. Workers in the health field must be familiar with a variety of instruments. In this task assignment sheet you will identify commonly used small medical instruments.

OBJECTIVE(S)

USING a medical supply catalog,

IDENTIFY COMMONLY USED SMALL MEDICAL INSTRUMENTS AND EXPLAIN THEIR USES.

YOU SHOULD identify and correctly explain the use of at least ten instruments.

LEARNING ACTIVITIES

1. WRITE a brief report describing some small instruments used during a personal medical examination. READ your report in class.
2. PARTICIPATE in a small-group activity to OBTAIN a medical supply catalog. Your teacher will suggest some sources.
3. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Using a medical supply catalog, list at least ten commonly used small medical instruments and explain their uses.

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This publication was printed with state funds.

Instructor's Final Checklist

IDENTIFYING COMMONLY USED SMALL MEDICAL INSTRUMENTS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In identifying commonly used small medical instruments, the student:

	Accomplished	Not Accomplished
1. Listed at least ten instruments	[ ]	[ ]
2. Correctly explained the use of each instrument	[ ]	[ ]

Task Assignment Sheet PA-H-2
Radiologic Technologist

Practical Arts

HEALTH OCCUPATIONS

TASK: DESCRIBING COMMONLY USED LARGE MEDICAL EQUIPMENT

INTRODUCTION

During this century, great strides have been made in the health field. This is partially due to the new types of equipment that have been introduced. In this task assignment sheet you will indentify commonly used large medical equipment.

OBJECTIVE(S)

USING reference materials,

PREPARE AND GIVE A BRIEF REPORT ON A PIECE OF LARGE MEDICAL EQUIPMENT.

YOUR REPORT should include the name, basic features, and purpose of the equipment.

LEARNING ACTIVITIES

1. REVIEW a medical supply catalog, and LIST five pieces of large medical equipment.
2. CHOOSE a piece of equipment from your list. CONDUCT research to determine some of its basic features and to learn its purpose. MAKE notes.
3. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Give a brief report on the piece of large medical equipment that you chose in Learning Activity 2.

A Cooperative Effort Between
The Bureau of Vocational Education and the Office of Research and Planning
Kentucky Department of Education, Frankfurt, Kentucky 40601

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Instructor's Final Checklist

DESCRIBING COMMONLY USED LARGE MEDICAL EQUIPMENT

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In describing a piece of commonly used large medical equipment, the student:

	Accomplished	Not Accomplished
1. Gave its name	☐	☐
2. Described some of its basic features	☐	☐
3. Explained its purpose	☐	☐

Task Assignment Sheet PA-H-3
Educational Director of Community
Health Nursing

Practical Arts

HEALTH OCCUPATIONS

TASK: DISCUSSING A COMMON HEALTH PROBLEM

INTRODUCTION

Almost every day we read or hear about a health problem that plagues hundreds, sometimes thousands, of Americans. People who work in health education must be familiar with common health problems. In this task assignment sheet you will learn about some common health problems.

OBJECTIVE(S)

USING research information,

PARTICIPATE IN A PANEL DISCUSSION ON A COMMON HEALTH PROBLEM.

THE DISCUSSION will be rated in accordance with the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. BRING clippings from newspapers and magazines about common health problems to class.

2. PARTICIPATE in small-group work: (a) SELECT one of the newspaper clippings about a common health problem. (b) CONDUCT RESEARCH to find information on the following:

   (1) Type of health problem--mental, emotional, physical
   (2) Personal characteristics of typical victims--age, sex, etc.
   (3) Probable causes of the problem
   (4) Symptoms of the problem
   (5) Treatment of the problem

   (c) COMPILE the information of each topic under (b).

3. CHOOSE one of the topics under Learning Activity 2 (b) and prepare to comment on it briefly in a panel discussion. (Each group member will choose a different topic.) MAKE a visual aid relating to your topic.

4. ARRANGE with your teacher to complete the task by going through the CHECK-OUT ACTIVITIES.

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CHECK-OUT ACTIVITIES

You will participate in a panel discussion with the group you worked with in Learning Activity 2. Make a brief presentation on the topic you chose in Learning Activity 3.

Instructor's Final Checklist

DISCUSSING A COMMON HEALTH PROBLEM

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In discussing a common health problem, each panel:

	Accomplished	Not Accomplished
1. Commented on the following:		
a. Type of health problem--mental, emotional, physical..	☐	☐
b. Personal characteristics of the typical victim..	☐	☐
c. Probable causes of the problem..................	☐	☐
d. Symptoms of the problem..........................	☐	☐
e. Treatment of the problem........................	☐	☐
2. Used visual aids relating to each of the above topics..	☐	☐

Task Assignment Sheet PA-H-4
Emergency Medical Services
Coordinator

Practical Arts

HEALTH OCCUPATIONS

TASK: REFERRING PATIENTS TO PROPER HEALTH AGENCIES

INTRODUCTION

People in need of health care frequently need advice concerning which agency provides the proper treatment. In this task assignment sheet you will identify local health agencies and their functions.

OBJECTIVE(S)

GIVEN case descriptions of patients with health problems,

IDENTIFY A LOCAL HEALTH AGENCY THAT CAN DEAL WITH EACH PROBLEM.

YOU SHOULD name the proper agencies for at least 80% of the cases.

LEARNING ACTIVITIES

1. PARTICIPATE IN or WATCH a play on "Community Action to Protect People's Health." LIST the health problems in your community.
2. VIEW a transparency showing community health services. IDENTIFY the kinds of services that are available in your community.
3. COMPLETE the Survey of Community Health Services. Your teacher will provide a copy.
4. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Your teacher will provide case descriptions.

Write the name of a local health agency that can deal with the health problem in each case.

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Instructor's Final Checklist

REFERRING PATIENTS TO PROPER HEALTH AGENCIES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student identified the proper health agencies for at least 80% of the health problems listed....................	[ ]	[ ]

Practical Arts

HEALTH OCCUPATIONS

TASK: USING THE MICROSCOPE

INTRODUCTION

The microscope is a piece of equipment used to enlarge the image of all types of objects so that they can be examined in detail. Objects such as bacteria, that cannot be seen with the naked eye, are brought into focus. Other things such as blood cells, scrapings from the body, and the body fluids are studied under the microscope. In this task assignment sheet you will learn how to use the microscope.

OBJECTIVE(S)

GIVEN a prepared slide and a microscope,

USE THE MICROSCOPE TO EXAMINE AND TO MAKE A DRAWING OF THE OBJECT MOUNTED ON THE SLIDE.

YOU SHOULD operate the microscope in the proper manner. YOUR DRAWING should show details of the object.

LEARNING ACTIVITIES

1. LISTEN to your teacher describe the principal parts of a microscope.
2. READ and DISCUSS Instruction Sheet I, USING THE MICROSCOPE.
3. WATCH a demonstration on using the microscope.
4. PRACTICE using the microscope.
5. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Your teacher will provide a prepared slide.

Put it on the microscope and make a detailed drawing of the object mounted on the slide.

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Instruction Sheet I

USING THE MICROSCOPE

A microscope is a delicate piece of equipment, so it must be handled with extreme care. In using it, follow these steps:

1. Remove all mascara from your eyelashes.
2. Remove any dust from the eyepiece by wiping it carefully with a special tissue that will not scratch the lens.
3. Place the prepared slide between the clips on the stage. Be sure that the object mounted on the slide is under the objective (the magnifier).
4. Remove eye glasses if you are wearing them.
5. Look through the eyepiece.
6. Turn the coarse adjustment knob until you can see an outline of the object.
7. Turn the fine adjustment knob until the image is sharp and you can clearly see the details.

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Instructor's Final Checklist

USING THE MICROSCOPE

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In using the microscope, the student:

	Accomplished	Not Accomplished
1. Operated the microscope in the proper manner.........	[ ]	[ ]
2. Made a detailed drawing of the object mounted on the slide...	[ ]	[ ]

Task Assignment Sheet PA-H-6
Medical Doctor

Practical Arts

HEALTH OCCUPATIONS

TASK: IDENTIFYING THE TEST AND IMMUNIZATIONS REQUIRED BEFORE ENTERING SCHOOL

INTRODUCTION

Communicable diseases can run rampant in a school setting. For this reason our state has passed a law requiring that children, before entering school, be tested and immunized for specific diseases. In this task assignment sheet you will learn for which diseases these children are required to be tested and immunized.

OBJECTIVE(S)

GIVEN a list of diseases,

IDENTIFY THOSE DISEASES FOR WHICH CHILDREN ARE REQUIRED BY LAW TO BE TESTED AND IMMUNIZED BEFORE ENTERING SCHOOL.

YOU SHOULD identify all the diseases.

LEARNING ACTIVITIES

1. EXAMINE newspapers, magazines, books, T.V. programs, posters, etc., with information about outbreaks of communicable diseases. SHARE the information with your class.

   AND/OR

   LISTEN to the school nurse or county health nurse describe incidents of communicable diseases in the school.

2. REPORT on the effects of a communicable disease on the population before an immunization was discovered. Your teacher will tell you more about this activity.

3. DISCUSS the importance of immunizing children before they enter school.

4. READ the state law regarding immunizing children before they enter school. IDENTIFY the diseases for which testing and immunizations are required and FIND OUT the exceptions to the test and immunizations.

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5. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Your teacher will provide a list of diseases.

Identify three diseases for which children are required by law to be tested and immunized before entering school.

Instructor's Final Checklist

IDENTIFYING THE TEST AND IMMUNIZATIONS REQUIRED BEFORE ENTERING SCHOOL

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student identified all the diseases for which, by law, children must be tested and immunized......................	[ ]	[ ]

Task Assignment Sheet PA-h-7
Medical Record Technician

Practical Arts

HEALTH OCCUPATIONS

TASK: USING MEDICAL ABBREVIATIONS

INTRODUCTION

Many medical abbreviations are used in keeping patient records and charts. In this task assignment sheet you will learn some of the frequently used abbreviations

OBJECTIVE(S)

GIVEN a patient's chart using medical abbreviations,

TRANSCRIBE THE CHART.

YOU SHOULD transcribe the chart with 100% accuracy.

LEARNING ACTIVITIES

1. STUDY the medical abbreviations in Instruction Sheet I, FREQUENTLY USED MEDICAL ABBREVIATIONS.
2. WRITE the medical abbreviations for the words and phrases as your teacher dictates them. CHECK your answers by the list in Instruction Sheet I.
3. COMPOSE several sentences using medical abbreviations. EXCHANGE papers with a classmate, and read the sentence.
4. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Your teacher will provide a patient's chart using medical abbreviations.

Write out all the information on the chart. Do not write the abbreviations, but give their meanings.

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Instruction Sheet I

FREQUENTLY USED MEDICAL ABBREVIATIONS

1.	@	at
2.	aa	of each
3.	abd.	abdomen
4.	amb.	ambulatory
5.	BP	blood pressure
6.	c	with
7.	CBC	complete blood count
8.	CC	chief complaint
9.	disc.	discontinue
10.	EENT	eye, ear, nose, and throat
11.	Fx	fracture
12.	Hb or Hgb	hemoglobin
13.	I.M.	intramuscular
14.	I.V.	intravenous
15.	N & V	nausea and vomiting
16.	noc.	at night
17.	NPO	nothing by mouth
18.	o.d.	right eye
19.	OOB	out of bed
20.	o.s.	left eye
21.	p.o.	by mouth
22.	PRN	as necessary
23.	q.d.	every day
24.	q.o.d.	every other day
25.	R	prescription
26.	RBC	red blood cell
27.	s	without
28.	TPR	temperature, pulse, and respiration
29.	WBC	white blood cell
30.	W/C	wheel chair

Instruction Sheet I (p. 2)

SYMBOL	MEANING
♂	MALE
♀	FEMALE
∞	INFINITY
>	GREATER THAN
<	LESS THAN
= OR ≎	EQUAL TO, OR EQUIVALENT
℥	OUNCE
ʒ	DRAM
♏	MINUM
O	PINT
$\overline{\mathrm{S}}$	WITHOUT
$\overline{\mathrm{SS}}$	ONE-HALF

$\dot{\overline{\mathrm{I}}}$	ONE	$\ddot{\overline{\mathrm{VII}}}$	SEVEN
$\ddot{\overline{\mathrm{II}}}$	TWO	$\dddot{\overline{\mathrm{VIII}}}$	EIGHT
$\dddot{\overline{\mathrm{III}}}$	THREE	$\dot{\overline{\mathrm{IX}}}$	NINE
$\dot{\overline{\mathrm{IV}}}$	FOUR	$\overline{\mathrm{X}}$	TEN
$\overline{\mathrm{V}}$	FIVE	$\dot{\overline{\mathrm{XI}}}$	ELEVEN
$\dot{\overline{\mathrm{VI}}}$	SIX	$\ddot{\overline{\mathrm{XII}}}$	TWELVE

Instructor's Final Checklist

USING MEDICAL ABBREVIATIONS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student transcribed the patient's chart with 100% accuracy	[ ]	[ ]

Task Assignment Sheet PA-H-8
Physician's Assistant

Practical Arts

HEALTH OCCUPATIONS

TASK: USING MEDICAL TERMS

INTRODUCTION

Most medical terms are not words that stand alone. They have been coined from a combination of words, particularly from Latin. In this task assignment sheet you will learn the origin of some basic medical terms.

OBJECTIVE(S)

GIVEN a list of twenty word origins and definitions,

MATCH EACH WORD WITH ITS DEFINITION.

YOU SHOULD match at least eighteen words with the correct definitions.

LEARNING ACTIVITIES

1. STUDY the medical terms in Instruction Sheet I, ORIGIN OF MEDICAL TERMS.
2. PLAY a medical term card game. Your teacher will tell you more about this activity.
3. WRITE a short story using some of the medical terms in Instruction Sheet I. READ it in class.
4. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITIES

CHECK-OUT ACTIVITIES

Your teacher will provide a list of word origins and definitions.

Match each word with the correct definition.

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Instruction Sheet I

ORIGIN OF MEDICAL TERMS

Here are examples of ways medical terms have been coined:

1. anti (against) bio (life) antibiotic--against living germs
2. micro (extremely small) scope (to examine) microscope--instrument used to see very small things
3. electric (impulse) an (inside) cephalic (brain) graph (tracing) electroencephalograph--equipment used to trace the electrical impulse in the brain
4. hemi (half) plegia (paralyzed) hemiplegia--paralyzed on one side of the body
5. dys (bad) trophy (nourish) dystrophy--defective nutrition
6. dens (tooth) algia (ache or pain) dentalgia--toothache
7. staphylo (grapes) coccus (berry) staphylococcus--microorganisms resembling a bunch of grapes
8. sub (under) glossa (tongue) subglossa--under tongue
9. epi (above) demios (people) epidemic--an infectious disease attacking many people in the same area
10. cholo (black) litho (stone) cholelith--gallstone
11. hypo (under) dermic (skin) hypodermic--medicine given under the skin
12. chemo (chemical) therapy (treatment) chemotherapy--treatment by chemical drugs that affect microorganisms without harming the person
13. stetho (chest) scope (examine) stethoscope--an instrument used to examine the chest
14. sphygomo (pulse) monos (thin) meter (measure) sphygmomanometer--an instrument used to measure arterial pressure or blood pressure
15. ortho (straight) static (standing) orthostatic--straight position or good posture

Instructor's Final Checklist

USING MEDICAL TERMS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student correctly matched at least eighteen of the word origins with their definitions......................	[ ]	[ ]

Task Assignment Sheet PA-H-9
Medical Secretary

Practical Arts

HEALTH OCCUPATIONS

TASK: TRANSCRIBING A MEDICAL HISTORY REPORT

INTRODUCTION

In order for a physican to provide the best care possible, he/she keeps medical reocrds on each patient. A medical history report is always a part of the medica; record. The doctor often dictates the information on tape, and it is transcribed later by the secretary. In this task assignment sheet you will transcribe information in order to prepare a medical history report.

OBJECTIVE(S)

GIVEN dictation and a basic outline for preparing a medical history report,

TRANSCRIBE THE DICTATION AND PREPARE THE MEDICAL HISTORY REPORT.

YOUR REPORT should include appropriate and accurate information for each basic part.

LEARNING ACTIVITIES

1. STUDY and DISCUSS Instruction Sheet I, PREPARING A MEDICAL HISTORY REPORT.
2. PREPARE a medical history report about yourself.
3. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Your teacher will give you a basic outline for a medical history report. He/she will also provide dictation of the information that goes in the report.

Write down the information as it is dictated, and use it to complete the outline.

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Instruction Sheet I

PREPARING A MEDICAL HISTORY REPORT

A medical history report is a part of the patient's medical records. It always includes the basic parts shown below. The information is often recorded in narrative form.

MEDICAL HISTORY REPORT

PATIENT'S IDENTIFICATION
(Name, age, address)

Example: Margaret Sweeny, 28, 118 Broad Street, City

CHIEF COMPLAINT

(Reason for seeking medical care.)

Example: Severe headache

PRESENT ILLNESS

(Describes the patient's illness from beginning until time of medical care.)

Example: Pain began at back of neck two months ago and gradually progressed to right side of head.

PAST HISTORY

(Outlines basic health history. Includes birth and early childhood, infectious diseases, allergies, injuries, operations, habits -- smoking, drinking, use of drugs, etc.)

Examples: No health problems at birth and early childhood. Had measles and chickenpox; no allergies. Had arm broken at age 12. Does not smoke, drink, or use drugs.

PERSONAL HISTORY

(Includes marital history, number of times patient has been married, age at time of first marriage. If female, includes number of children and their ages.)

Example: Married one time at age 21. Has two children ages 4 and 5.

Instruction Sheet I, (p. 2)

FAMILY HISTORY

(Pertains to health history of patient's immediate relatives.)

Example: Mother, sister, and brother living and well. Father died of heart failure at age 62.

REVIEW OF SYSTEMS

(Refers to a body system rather than a specific disease; for example, headaches may relate to the cardiovascular--heart and blood vessels--system

Example: Blood pressure 80/120, pulse 85

Instructor's Final Checklist

TRANSCRIBING A MEDICAL HISTORY REPORT

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In preparing a medical history report, the student:

	Accomplished	Not Accomplished
1. Transcribed all information accurately....................	[ ]	[ ]
2. Included appropriate information for each basic part......	[ ]	[ ]

Task Assignment Sheet PA-H-10
Medical Illustrator

Practical Arts

HEALTH OCCUPATIONS

TASK: MAKING AN ANATOMIC MODEL

INTRODUCTION

People in health education frequently use models in demonstrating the functions of various parts of the body. In this task assignment sheet you will make a model of a heart.

OBJECTIVE(S)

USING a sketch, modeling clay, small tubing, knife, red and blue coloring, eye dropper, and instructions,

MAKE A MODEL OF A HEART.

YOUR MODEL will be rated in accordance with the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. FIND and EXAMINE a picture or a model of the exterior and interior of the heart.
2. MAKE a sketch of the exterior and interior parts of the heart. Your teacher will check it for accuracy.
3. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Your teacher will provide the necessary supplies and instructions for making a model heart.

Make a model of the sketch you prepared in Learning Activity 2.

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Instructor's Final Checklist

MAKING AN ANATOMIC MODEL

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's heart model:

	Accomplished	Not Accomplished
1. Duplicated the shape of the heart........................	[ ]	[ ]
2. Included heart chambers.................................	[ ]	[ ]
3. Included heart valve....................................	[ ]	[ ]
4. Included veins and arteries in the proper positions.......	[ ]	[ ]
5. Had tubes exposed 2" to 3" at the top of the heart........	[ ]	[ ]
6. Included a coronary artery wrapped around the heart.......	[ ]	[ ]
7. Showed the proper coloring in the veins and arteries......	[ ]	[ ]

Task Assignment Sheet PA-H-11
Medical Assistant

Practical Arts

HEALTH OCCUPATIONS

TASK: WASHING HANDS

INTRODUCTION

Because hands are the major source of transfer of germs, people in most areas of health must wash their hands correctly. In this task assignment sheet you will learn to wash your hands using the proper technique.

OBJECTIVE(S)

GIVEN hand washing facilities, soap, and paper towels,

WASH YOUR HANDS.

YOUR PERFORMANCE will be rated in accordance with the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. READ, STUDY and DISCUSS Instruction Sheet I, WASHING YOUR HANDS PROPERLY.
2. COMPLETE Student Self-Check I, WASHING YOUR HANDS PROPERLY.
3. PRACTICE washing your hands.
4. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

You will be provided handwashing facilities and the necessary supplies.

Wash your hands.

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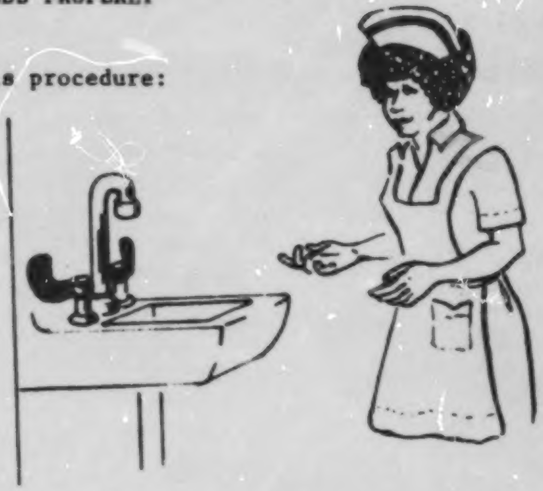
Instruction Sheet I

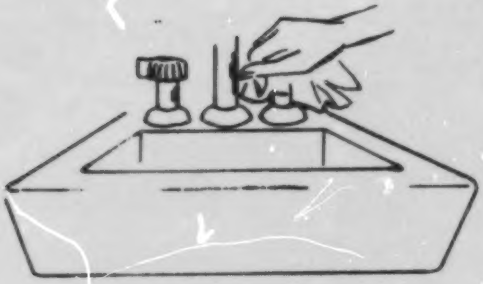
WASHING YOUR HANDS PROPERLY

Proper hand washing involves following this procedure:



1. Remove all jewelry from your hands. Remove your watch and roll up your sleeves above your elbow.

2. Stand in a comfortable position in front of the sink. Since bacteria are generally in and around the sink area, keep your clothing and body from touching the sink.



3. Turn on the water and keep it running throughout the procedure. Use a paper towel to turn on the faucet.

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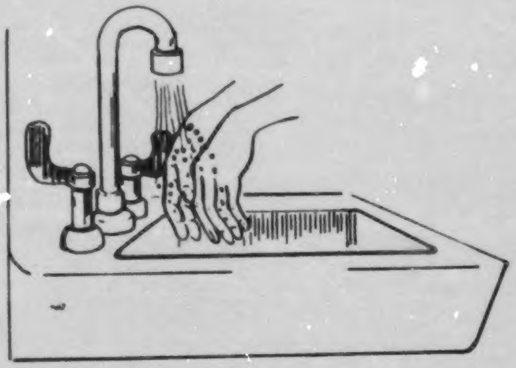
Instruction Sheet 1 (p. 2)

4. Adjust water temperature and flow.

   a. The water flow should be such that water does not splash onto your clothing. Remember, bacteria thrive in moist surroundings.

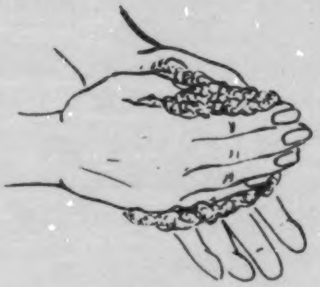
   b. Adjust the water to a warm temperature. Extreme hot or cold temperatures will dry the skin causing chapping or cracking, providing an entrance point into the body for bacteria.

5. Wet your hands thoroughly. Hold your hands down so that they are lower than your elbows. Allow the water to run off your hands. Do not touch the inside of the sink.



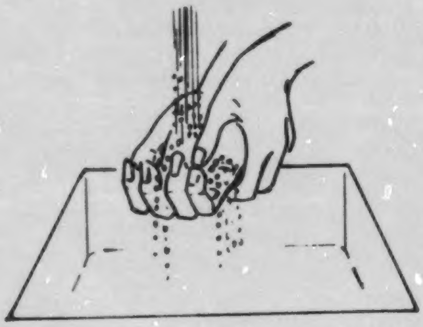
6. Apply soap to your hands including under the fingernails and between each finger. Liquid soap is preferable since bacteria can not accumulate on it as easily as on bar soap. Use approximately 1 teaspoon of the liquid soap.

   If a bar soap is used, rinse it well before you replace it on the soap dish.



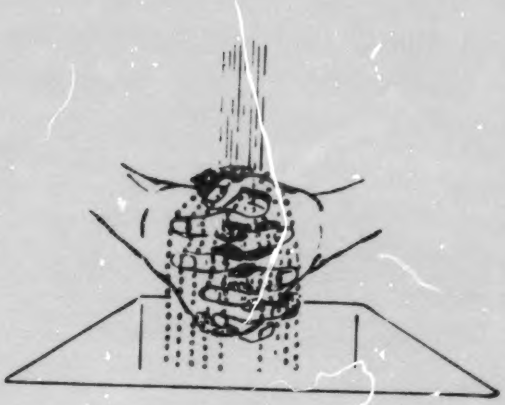
7. Wash your hands.

   a. Wash the palms, the backs of your hands, and the wrists, using a strong rubbing movement in a circular motion to dislodge bacteria from your hands (at least 10 circular motions).



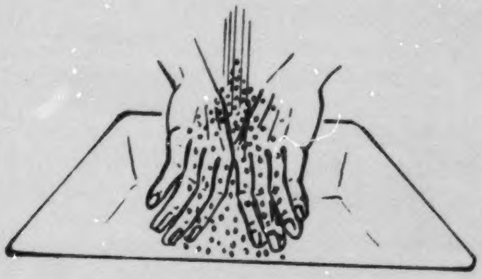
Instruction Sheet I, (p. 3)

b. Wash your fingers with a circular motion (at least 10 circular motions). Clean the interdigital spaces (space between the fingers) by interlacing the fingers and thumbs and rotating back and forth in this position.



c. The amount of time allotted for handwashing will vary with procedure or assignment.

8. Rinse well. Allow water to run from your wrists to fingertips by holding hands down so they are lower than your elbows.



9. Apply soap to your wrists and forearms.

10. Wash each wrist and forearm for approximately 15 seconds.

11. Rinse your arms and hands thoroughly.

12. Repeat steps 6-11.

13. Dry your hands gently.

14. Turn off the water using a paper towel.

Student Self-Check I

WASHING YOUR HANDS PROPERLY

On a separate piece of paper, complete the following sentences. After you have finished, compare your answers with the answers at the bottom of the page.

1. Hold your hands ________________ than your elbows when rinsing your hands.
2. Extremely hot or cold temperatures may tend to ______________ your skin causing ____________________ and ____________________.
3. Do not splash water on your clothing because ____________________.
4. The hand operated faucet should be turned on and off by ______________.
5. Wash the palms, the backs of your hands, and the wrists using a(n) ______________ in a ______________ to dislodge bacteria.
6. Wash your fingers with at least ______________ circular motions.
7. Apply soap to your hands including under the ______________ and ____________________ each finger.
8. Wash each wrist and forearm for approximately ____________________.

ANSWERS: (1) lower (2) dry, chapping, cracking (3) bacteria thrive in moist surroundings (4) using a paper towel (5) strong rubbing movement, circular motion (6) 10 (7) fingernails, between (8) 15 seconds.

Instructor's Final Checklist

WASHING HANDS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In the process of washing his/her hands, the student...........	[ ]	[ ]
1. Removed rings and watch and rolled sleeves above the elbow..	[ ]	[ ]
2. Did not allow the clothing or body to touch sink and used a paper towel to turn on the water...............	[ ]	[ ]
3. Adjusted the temperature and regulated the flow of water..	[ ]	[ ]
4. Kept hands and forearms lower than elbows.................	[ ]	[ ]
5. Cleaned fingernails.......................................	[ ]	[ ]
6. Used a firm circular motion and washed the palms, each finger, and backs of hands...........................	[ ]	[ ]
7. Scrubbed for the correct length of time...................	[ ]	[ ]
8. Rinsed hands thoroughly...................................	[ ]	[ ]
9. Dried hands throughly.....................................	[ ]	[ ]
10. Used a paper towel to turn off water......................	[ ]	[ ]

Task Assignment Sheet PA-H-12
Dental Hygienist

Practical Arts

HEALTH OCCUPATIONS

TASK: BRUSHING TEETH

INTRODUCTION

The care of the mouth and the teeth is called oral hygiene. Practicing good oral hygiene helps prevent tooth decay, gum trouble, and helps you have pleasant breath. Brushing your teeth is extremely important in practicing good oral hygiene. When you visit the dentist, the hygienist often demonstrates the proper way to brush teeth. In this task assignment sheet you will learn the proper way to brush teeth.

OBJECTIVE(S)

USING a soft-bristled toothbrush and a flouridated toothpaste,

BRUSH YOUR TEETH.

YOUR PERFORMANCE will be rated in accordance with the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, CAUSE AND PREVENTION OF CAVITIES AND GUM TROUBLE.
2. REVIEW a chart on "Hidden Sugar." Your teacher will provide a copy. IDENTIFY the foods listed that promote the most tooth decay.
3. READ and DISCUSS Instruction Sheet II, THE PROPER WAY TO BRUSH TEETH.
4. WATCH a demonstration of the proper toothbrushing technique.
5. PRACTICE brushing your teeth.
6. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Using a soft-bristled toothbrush and a flouridated toothpaste, brush your teeth.

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Instruction Sheet I

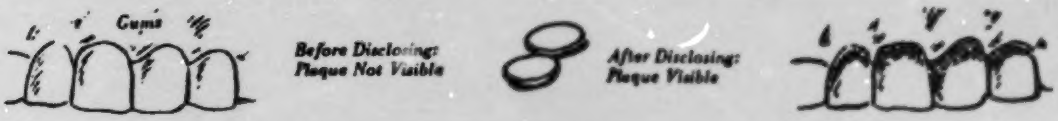
CAUSE AND PREVENTION OF CAVITIES AND GUM TROUBLE*

MAJOR CAUSE

The major cause of cavities and gum trouble is DENTAL PLAQUE.

Dental plaque is made up of bacteria (germs) and harmful acids, waste products and glue-like materials which bacteria make. The glue-like material sticks the bacteria and their acids to the teeth. The acids are made by bacteria from the food you eat, eapecially from the sugar in sweets such as candy and soft drinks.

Plaque grows on the teeth all the time. It can easily be seen by chewing a disclosing tablet (a harmless vegetable dye) which will color the plaque red. (See illustration.)



After being removed by brushing and using dental floss, the bacteria in plaque take about 24 hours to grow back enough to begin making harmful acids again.

Acids made by the bacteria eat away at the teeth to cause decay (cavities). Dental decay often begins in children less than two years old and is the main disease which causes children and teen-agers to lose teeth.

The waste products made by bacteria irritate the gums and may cause the gums to become red, swollen, and to bleed easily. If this irritation is allowed to continue, the bone under the gums which supports the teeth may be infected and destroyed (pyorrhea). When this happens, the teeth will become loose, painful, and will be lost unless dental treatment is sought. The breath often has a bad odor. Many adults lose their teeth becuase of untreated gum trouble.

PREVENTION

1. Brush and scrub the teeth until they are perfectly clean once a day.
2. Use dental floss to clean plaque from the teeth once a day.
3. Do not eat sweet snacks. Bacteria in dental plaque use the sugar in sweets to make harmful acids. Snacking on sweets causes constant production of acid and waste products by the bacteria. Vegetables and meat contain much less sugar and are better for the teeth and gums than sweets.

Instruction Sheet I (p. 2)

4. Use a toothpaste with fluoride (a cavity-preventing substance). Fluoride helps make the teeth resistant to the acids that bacteria make. Fluoridation of the community water supply will reduce decay by 60 percent and may help prevent softening of the bones in the elderly.

5. Visit the dentist at least once a year. He can show you how to properly remove dental plaque. By helping you prevent decay and gum trouble and by treating any dental disease which you may now have, the dentist can help you keep your teeth for a lifetime.

REMEMBER - YOU CAN PREVENT MUCH DENTAL DECAY AND GUM TROUBLE BY THE DAILY REMOVAL OF DENTAL PLAQUE.

*Prepared by the Dental Health Branch, Kentucky Department for Human Resources

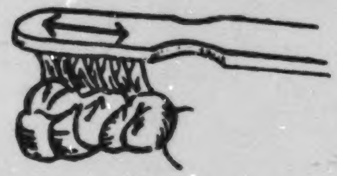
Instruction Sheet II

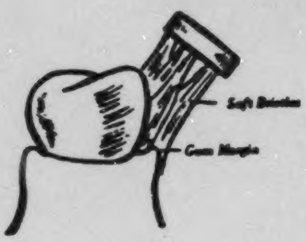
THE PROPER WAY TO BRUSH TEETH

To remove dental plaque, follow this procedure:

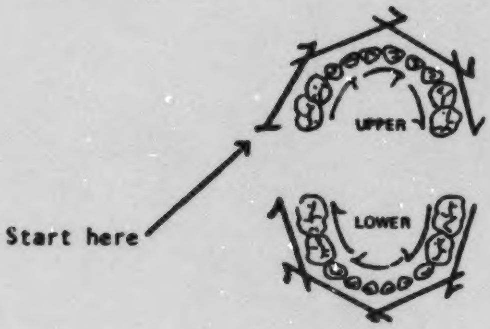
1. Use a soft-bristled toothbrush. It will not damage your teeth or gums.

2. Brush or scrub the teeth until they are perfectly clean once a day. Use a short back-and-forth motion with light but firm pressure to scrub away the harmful dental plaque. About 10 strokes should be enough. Be sure to brush the necks of the teeth where they enter the gums. This is where plaque grows best. (See illustrations.)



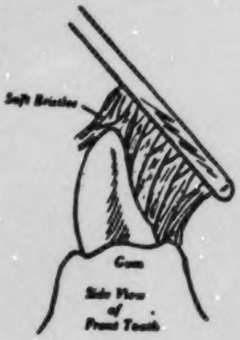


3. First, brush the top teeth, left to right, starting on the outside (cheekside) surfaces of the back teeth. Then, brush the outside surfaces of the bottom teeth. Use the same method to brush the inside (tongueside) surfaces of the top and bottom teeth. (See diagram of primary--baby--teeth below.)



Instruction Sheet II, (p. 2)

4. Brush the inside surfaces of the front teeth by using the tip or "toe" of the brush. (See illustration.) Use the soft-bristled toothbrush to clean the top of the tongue and that portion of the roof of the mouth directly behind the upper front teeth. This also helps to remove bacteria and reduce mouth odors.



5. When the soft bristled tooth brush becomes frayed (usually after a couple of months of regular use), it should be replaced with a new one. To make toothbrushes last longer, it's a good idea to have two brushes, using each on alternate days.

Instructor's Final Checklist

BRUSHING TEETH

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In brushing his/her teeth, the student:

	Accomplished	Not Accomplished
1. Placed the brush at the necks of the teeth where they enter the gums	[ ]	[ ]
2. Cleaned each tooth using about 10 short back-and-forth motions	[ ]	[ ]
3. Brushed the teeth in the following sequence:		
a. Outside surfaces of the top teeth, beginning with back teeth	[ ]	[ ]
b. Outside surfaces of the bottom teeth, beginning with back teeth	[ ]	[ ]
c. Inside surfaces of the top teeth, beginning with back teeth	[ ]	[ ]
d. Inside surfaces of the bottom teeth, beginning with back teeth	[ ]	[ ]
4. Used the top of the brush to clean inside surfaces of the front teeth	[ ]	[ ]
5. Brushed the top of the tongue	[ ]	[ ]
6. Brushed the portion of the roof of the mouth directly behind the upper front teeth	[ ]	[ ]

Task Assignment Sheet PA-H-13
Dental Hygienist

Practical Arts

HEALTH OCCUPATIONS

TASK: FLOSSING TEETH

INTRODUCTION

Tooth decay and gum disease are not desirable. The dental hygienist helps patients prevent the problem by showing them the proper flossing technique. In this task assignment sheet you will learn the most effective way to floss teeth.

OBJECTIVE(S)

USING unwaxed dental floss,

FLOSS YOUR TEETH.

YOUR PERFORMANCE will be rated in accordance with the Instructor's final Checklist.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, FLOSSING YOUR TEETH.
2. PRACTICE positioning and holding the dental floss for flossing the upper teeth and the lower teeth.
3. PRACTICE flossing your teeth.
4. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Using unwaxed dental floss, floss your teeth.

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Instruction Sheet I

FLOSSING YOUR TEETH

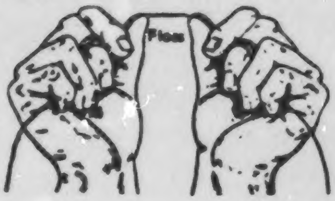
Removing plaque from the teeth is a two-step operation. First you brush, then you floss. Dental floss is a special type of nylon string.

Here is the procedure for flossing:

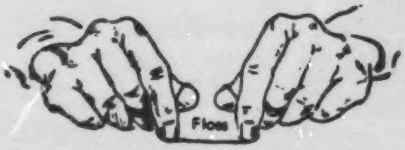
1. Start with a good length of floss--one and a half to two feet. Use unwaxed dental floss.

2. Wrap the ends of the floss around the middle finger of each hand. Leave several inches of floss between them.

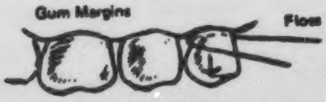
3. To floss the upper teeth, stretch the floss taut across your thumbs, leaving them about one-half inch apart.



4. To floss the lower teeth, use both index fingers.



5. Slip the floss between two teeth by working it back and forth gently until it slides past the tight spot where the teeth touch each other.



6. Wrap the floss around one tooth and gently move it under the gum until you feel resistance without discomfort. Now scrape up and down about six times.

   Do not use the floss in a sawing motion which might cut the gums.

7. Repeat steps 5 and 6 for all teeth.

Instructor's Final Checklist

FLOSSING TEETH

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In flossing his/her teeth, the student:

	Accomplished	Not Accomplished
1. Measured off one-half to two feet of floss................	☐	☐
2. Wrapped the ends of the floss around the middle finger of each hand, leaving several inches of floss between them..	☐	☐
3. For upper teeth, stretched floss taut across thumbs, leaving them about one-half inch apart....................	☐	☐
4. Stretched floss across idex fingers for lower teeth.......	☐	☐
5. Slipped floss between the teeth and slightly under the gums..	☐	☐
6. Scraped floss up and down between all teeth about six times. Did not use a sawing motion.......................	☐	☐

Task Assignment Sheet PA-H-14
Nutritionist

Practical Arts

HEALTH OCCUPATIONS

TASK: FIGURING CALORIE INTAKE

INTRODUCTION

Calories measure how much energy you get from the foods you eat. Whether you gain or lose weight or stay the same depends on how you balance the calories you eat. Workers in the health field often help patients learn how to count their calorie intake. In this task assignment sheet, you will learn how to figure your calorie intake.

OBJECTIVE(S)

(1) GIVEN access to a calorie chart,

FIGURE YOUR CALORIE INTAKE FOR ONE DAY.

YOUR FIGURE should correspond to the calorie counts listed on the chart.

(2) USING the calorie intake figure for Objective 1,

INDICATE WHETHER YOU NEED FEWER, MORE, OR ABOUT THE SAME NUMBER OF CALORIES PER DAY.

YOUR ANSWER should be based on the difference between your actual weight and your ideal weight.

LEARNING ACTIVITIES

1. READ about and DISCUSS calories and weight in a reference provided by your teacher.

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2. EXAMINE a body weight chart to DETERMINE your suggested ideal weight range.
3. REVIEW a calorie chart to IDENTIFY foods that can help you reach and/or keep your ideal weight.
4. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

(1) You will be provided access to a calorie chart.

Figure your calorie intake for one day.

(2) Use your calorie intake figure for objective 1.

Indicate whether you need fewer, more, or about the same number of calories per day.

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Instructor's Final Checklist

FIGURING CALORIE INTAKE

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
1. In figuring calorie intake, the student:		
a. Figured it for one day	☐	☐
b. Used calorie counts that corresponded to the calorie chart	☐	☐
2. In determining whether he/she needed fewer, more, or the same number of calories per day, the student based his/her answer on the difference between actual and ideal weight:		
a. Indicated fewer calories needed if actual weight is more than ideal weight range	☐	☐
b. Indicated more calories needed if actual weight is less than ideal weight range	☐	☐
c. Indicated approximately the same number of calories needed if actual weight is within ideal weight range	☐	☐

Task Assignment Sheet PA-H-15
Optometrist/Ophthalmologist

Practical Arts

HEALTH OCCUPATIONS

TASK: SCREENING VISUAL ACUITY

INTRODUCTION

Health service workers who deal with the eyes frequently measure the range and the power of the vision (visual acuity). In this task assignment sheet you will learn how to screen a patient's visual acuity.

OBJECTIVE(S)

GIVEN a Snellen chart, chair, chalk, and a classmate to role play a patient,

SCREEN THE PATIENT'S VISUAL ACTIVITY.

YOUR PERFORMANCE will be rated in accordance with the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, STEPS IN SCREENING FOR VISUAL ACUITY.
2. EXAMINE a Snellen Chart.
3. PRACTICE screening the vision of a classmate.
4. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Your will be provided a Snellen Chart, chair, chalk, and a classmate to role play a patient.

Screen the patient's visual acuity.

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Instruction Sheet I

SCREENING FOR VISUAL ACUITY

When screening for visual acuity, most offices use a chart with different size letters (or pictures for young children). This chart is called a Snellen Chart.

A person with normal vision will be able to read the line of letters marked D-20 at a distance of 20 feet. This is indicated as 20/20 vision. If the patient can read only the row marked D-50, record that vision as 20/50. This means that the patient can read only at 20 feet what the normal eye can read at 50 feet.

Follow this procedure when screening for visual acuity:

1. Measure a distance exactly 20 feet from the chart.
2. Mark the distance with a piece of chalk.
3. Seat the patient at the chalk mark.
4. Ask the patient to read as many letters as possible with each eye separately and then with both eyes.
5. Record the results.
6. If the patient normally wears glasses, ask the patient to read the chart with and without glasses. Record the results.

Task Assignment Sheet PA-H-15

Instructor's Final Checklist

SCREENING FOR VISUAL ACUITY

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In screening for visual acuity, the student:

	Accomplished	Not Accomplished
1. Measured distance exactly 20 feet from chart..............	[ ]	[ ]
2. Marked the distance with a piece of chalk.................	[ ]	[ ]
3. Seated the patient at the chalk mark......................	[ ]	[ ]
4. Asked the patient to read as many letters as possible with each eye separately and then with both eyes..........	[ ]	[ ]
5. Recorded the results....................................	[ ]	[ ]
6. If the patient wore glasses, asked him/her to read the chart with and without glasses. Recorded the results.....	[ ]	[ ]

Task Assignment Sheet PA-II-16
Audiologist

Practical Arts

HEALTH OCCUPATIONS

TASK: CHECKING FOR HEARING ACUITY (sharpness)

INTRODUCTION

Defective hearing is a common impairment. Some people have some degree of hearing loss while others are so deaf they cannot hear human speech, no matter how loud. Testing for hearing acuity today is a fairly simple process for the patient. An instrument called an audiometer tests for sounds of various frequencies. In this task assignment sheet, you will learn how to operate an audiometer.

OBJECTIVE(S)

GIVEN an audiometer and a partner,

TEST YOUR PARTNER'S HEARING ACUITY.

YOU SHOULD follow the procedure listed in the audiometer operation manual.

LEARNING ACTIVITIES

1. INTERVIEW a person who has a hearing impairment, or REPORT on a famous person who has or has had hearing impairment, such as Helen Keller, Bernard Baruch, and Mary Hays Heiner.
2. LOOK AT pictures of audiometers. Your teacher will provide them.
3. WATCH an audiologist demonstrate how to operate an audiometer.
4. PRACTICE operating an audiometer.
5. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Your teacher will arrange for you to work with an audiologist.

Check one of your classmate's hearing acuity.

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Instructor's Final Checklist

CHECKING FOR HEARING ACUITY

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In checking for hearing acuity, the student operated the audiometer in accordance with the procedures listed in the operation manual......................	☐	☐

Task Assignment Sheet PA-H-17
Medical Laboratory Technician

Practical Arts

HEALTH OCCUPATIONS

TASK: SCREENING FOR SUGAR

INTRODUCTION

Screening for sugar in the body assists the physician in controlling certain diseases. In this task assignment sheet you will learn the procedure for screening for sugar.

OBJECTIVE(S)

GIVEN a clean bowl, water, corn syrup, reagent Clinistix and accompanying color chart,

SCREEN FOR SUGAR.

THE RESULT you report should correspond exactly to the one obtained by your teacher.

LEARNING ACTIVITIES

1. LISTEN to your teacher explain how the body utilizes insulin.
2. STUDY the procedure in Instruction Sheet I, PROCEDURE FOR SCREENING FOR SUGAR.
3. PRACTICE screening for sugar in a small-group setting. MIX the solution and take a reading. VARY the amount of water and take a second reading.
4. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

You will be provided the necessary supplies at a work station.

Screen for sugar.

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Instruction Sheet I

PROCEDURE FOR SCREENING FOR SUGAR

Materials: clean bowl, corn syrup, water, reagent Clinistix and accompanying color chart.

1. Mix thoroughly in a clean bowl (to represent body sugar):

   1 small drop of corn syrup
   ¼ cup of water

2. Follow the manufacturer's instructions supplied with the reagent Clinistix:

   a. Dip the Clinistix into the solution and remove it.
   b. Wait the recommended time interval.
   c. Compare the color developed against the color chart. (The color indicates the approximate percent of sugar in the water.)
   d. Report the percentage of sugar indicated.

Instructor's Final Checklist

SCREENING FOR SUGAR

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In screening for sugar, the student's reported result corresponded exactly with the one obtained by the teacher.	[ ]	[ ]

Task Assignment Sheet PA-H-18
Respiratory Therapist

Practical Arts

HEALTH OCCUPATIONS

TASK: IDENTIFYING HAZARDS CAUSED BY SMOKING

INTRODUCTION

Scientific evidence shows that smoking is hazardous to one's health. Many people in health occupations help keep the public informed on the damaging effects of tobacco. In this task assignment sheet you will learn some of the hazards caused by smoking.

OBJECTIVE(S)

LIST AT LEAST TEN HAZARDS CAUSED BY SMOKING.

LEARNING ACTIVITIES

1. TEST your cigarette smoking I.Q. Your teacher will provide the test.

2. EXAMINE leaflets, pamphlets, posters, etc. about smoking. Your teacher will have them available.

3. PREPARE a bulletin board display about cigarette smoking.

4. CHOOSE one of the following topics on which to report:

   --One Hazard of Cigarette Smoking
   --The Hazards of Pipe and Cigar Smoking
   --The Hazards of Second-Hand Smoke
   --What You Can Do About Nonsmokers' Rights
   --The Effects of "Smokeless" Tobacco: Chewing and Dipping
   --Tips on How to Stop Smoking

5. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITES.

CHECK-OUT ACTIVITIES

List at least ten hazards caused by smoking.

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Instructor's Final Checklist

IDENTIFYING HAZARDS CAUSED BY SMOKING

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student listed at least ten hazards caused by smoking..	☐	☐

Task Assignment Sheet PA-H-19
Public Health Doctor/Nurse

Practical Arts

HEALTH OCCUPATIONS

TASK: IDENTIFYING POISONOUS HOUSEHOLD SUBSTANCES

INTRODUCTION

Many substances used in the home may appear harmless. But, when misused, they can cause serious health problems or even death. Workers in public health services often provide information concerning possible dangerous household substances. In this task assignment sheet you will learn what some of these dangerous substances are.

OBJECTIVE(S)

GIVEN a list of household substances,

IDENTIFY THE POISONOUS SUBSTANCES.

YOU SHOULD identify at least 90% of the poisonous substances listed.

LEARNING ACTIVITIES

1. REVIEW the list of poisonous substances in Instruction Sheet I, COMMON POISONOUS HOUSEHOLD SUBSTANCES. IDENTIFY the substances listed that you have in your home.
2. BRING a poisonous household substance to class. CLASSIFY it according to acid, alkaline, petroleum, drugs and medicines, or insecticides and pesticides.
3. WORK in one of five groups to BUILD A DISPLAY of poisonous household substances.
4. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Your teacher will provide a list of household substances.

List the ones that are poisonous.

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Instruction Sheet I

COMMON POISONOUS HOUSEHOLD SUBSTANCES

The American Red Cross defines a poison as any substance that tends to impair health or cause death when introduced into the body or onto the skin surface. Below is a listing of poisonous household substances.

LIST OF POISONOUS SUBSTANCES

Acid or Acid-Like Corrosives

Toilet bowl cleaner (sodium acid sulfate)
Caustic or styptic pencils (silver nitrate)
Chlorine bleach (calcium hypochlorite)
Industrial cleaning solutions (nitric acid)
Cleaning solutions (oxalic acid)
Disinfectants (carbolic acid or crude cresol)

Alkaline Corrosives

Lye (sodium or potassium hydroxide)
Drain cleaner (sodium or potassium hydroxide)
Washing soda (sodium carbonate)
Bleaching powder (sodium perborate)
Dishwasher detergent
Ammonia Products; e.g.,
    Household ammonia
    Carpet and upholstery cleaner
    Window cleaner
    Liquid floor wax
    Self-polishing floor wax
    Wall and floor cleaner

Petroleum Products

Furniture polish
Gasoline
Lighter fluid
Kerosene
Floor wax
Spot remover
Metal cleaner and polish
Lock lubricant
Lubricating oil
Garbage disposal drain cleaner
Air freshener
Degreaser
Shoe polish

Instruction Sheet I, (p. 2)

Petroleum Products (continued)

Laundry presoak
Charcoal lighter fluid
Paint thinner and remover
Car cleaner
Wood alcohol
Carbon tetrachloride (chemical in hand fire extinguisher)
Lead paint

Drugs and Medicines (when not used as directed)

Aspirin and aspirin substitutes
Over-the-counter antihistamines, e.g., cough syrups, allergy tablets, decongestant tablets, sleeping pills, cold capsules
Barbiturates
Camphor
Boric acid
Iron-containing preparation
Oil of wintergreen
Iodine

Insecticides and Pesticides

Arsenic (rat poisons; weed killers)
Copper (rat poisons; weed killers)
Mercury (plant sprays)
Phosphorus (rat poisons)
Zinc (weed killers)
Cyanide (rat poison)
Strychnine (rat poison)
DDT

Instructor's Final Checklist

IDENTIFYING POISONOUS HOUSEHOLD SUBSTANCES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
From a list of common household substances, the student listed at least 90% of the poisonous ones.................	[ ]	[ ]

Practical Arts

HEALTH OCCUPATIONS

TASK: ADMINISTERING FIRST AID FOR POISONING

INTRODUCTION

As you learned in the previous task, many household products can be the cause of poisoning. When a person has taken a poisonous substance, first aid treatment should be administered immediately. In this task assignment sheet you will learn how to administer first aid for poisoning.

OBJECTIVE(S)

(1) GIVEN a case situation concerning poisoning,

LIST THE STEPS FOR ADMINISTERING FIRST AID TO THE VICTIM.

YOU SHOULD list the steps that are appropriate for the poisonous substance and for the condition of the victim.

(2) LIST THE ITEMS OF INFORMATION THAT ONE SHOULD BE PREPARED TO PROVIDE THE POISON CONTROL CENTER.

YOU SHOULD list ten items.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, STEPS IN ADMINISTERING FIRST AID FOR POISONING.
2. WATCH or PARTICIPATE in a skit showing first aid being administered to one who has been poisoned.
3. READ and DISCUSS Instruction Sheet II, CALLING THE POISON CONTROL CENTER.
4. WATCH or PARTICIPATE in a demonstration of a call to a poison control center.
5. IDENTIFY the proper first aid treatment for case situations provided by your teacher.
6. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITIES.

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CHECK-OUT ACTIVITIES

(1) Your teacher will provide a case situation concerning poisoning.

List the steps for administering first aid to the victim.

(2) List the items of information that one should be prepared to provide the poison control center.

Instruction Sheet I

STEPS IN ADMINISTERING FIRST AID FOR POISONING

Many common household products can be the cause of poisoning by mouth. Or, medicines taken in excess of the prescribed dosage can poison. Common poisons fall under the following categories:

--Acid or acid-like corrosives
--Alkaline corrosives
--Petroleum products
--Drugs and medicines
--Insecticides and pesticides

First Aid for Poisoning

When a person has drunk a poisonous substance, the following steps of first aid treatment must be followed immediately:

1. Do not panic.

2. Confirm that the victim has been poisoned.

   When poisoning occurs, one or several of the following symptoms may be present:

   --The victim tells you that he/she has taken a poison.
   --The victim is holding the container.
   --Burns are present around the lips indicating a corrosive substance.
   --There is an unusual odor on the victim's breath.
   --The pupils of the victim's eyes are contracted (small).
   --The victim shows signs of pain and illness.
   --The victim is convulsing.
   --The victim is unconscious or confused.
   --The victim complains of pain or a burning sensation in the throat.

3. Have someone call the poison control center, a doctor, or the emergency medical service immediately, while you administer first aid treatment.

4. Dilute the poison, if it is not a strong alkali. (In the previous task assignment sheet you learned which poisons were alkali.) If the victim is conscious, but not convulsing, have him/her drink a glass of water, milk, coffee, or tea--whichever is quickly available.

   NOTE: Diluting a strong alkali may cause the person to vomit. Vomiting a strong alkali should be avoided since it causes more tissue damage.

5. Save the poison container. If the person vomits, save the vomited materials. These should be taken to the hospital or medical facility if the need arises.

Instruction Sheet I (p. 2)

6. If the victim stops breathing, administer mouth-to-mouth resuscitation. (Review the technique in one of the American Red Cross references.)

7. If the victim has no pulse, have a trained person administer cardiopulmonary resuscitation.

8. If the victim becomes unconscious, keep his/her airway open (free of vomited material or anything that prevents breathing).

9. Induce vomiting by giving an emetic only if the poison control center, doctor, or the emergency medical service advises it.

   (An emetic is something used to cause vomiting. Syrup of Ipecac is an emetic that can be purchased at a drugstore and stored in the medicine cabinet for poisoning emergencies. One tablespoon of prepared mustard in a glass of warm water or two tablespoons of salt in a glass of warm water are common household emetics. A mixture of milk of magnesia and water is also used to cause vomiting.) However, if you are not able to reach medical help, induce vomiting if, and only if:

   -- the person is conscious and not convulsing.
   -- the person has taken an overdose of drugs or medications.
   -- it is cerain that the person did not swallow a strong acid, a strong alkali, or petroleum product.

   NOTE: Burns around the victim's mouth and/or an odor of kerosene or gasoline indicate that one of these corrosive substances has been taken.

11. If you cannot receive emergency medical help, administer first aid and rush the victim to the hospital emergency room.

Instruction Sheet II

CALLING THE POISON CONTROL CENTER

Poison Control Center

Poison control centers are located throughout the United States. Their purposes are:

-- to collect and give out information about household products that are poisonous.
-- to give instructions for emergency first aid treatment for poisoning when someone calls in.

The nearest poison control center telephone number can be obtained by calling directory assistance. The PCC telephone number should be kept posted on or near the telephone with other emergency telephone numbers.

When calling the poison control center for emergency instructions, be prepared to provide the following information:

-- the name of the suspected poison
-- the manufacturer of that product
-- the ingredients, if listed on the container
-- approximately when the poison was taken
-- approximately how much of the poison was taken
-- the age and size of the victim
-- the symptoms that the victim is having or was having when found
-- what you are doing or have done so far for the victim

Most poison control centers agree that the majority of poisonings can be treated at home with no need to take the victim to the hospital. Only a small percentage of poisonings need hospital treatment. There is no need to panic if you call the center with the above information and do what the person in the center instructs you to do.

Instructor's Final Checklist

ADMINISTERING FIRST AID FOR POISONING

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
1. In listing the steps for administering first aid, the student:		
a. Listed steps appropriate for the poisonous substance..	[ ]	[ ]
b. Listed steps appropriate for the condition of the victim....................................	[ ]	[ ]
2. The student listed the ten items of information that one should be prepared to provide the poison control center....................................	[ ]	[ ]

Task Assignment Sheet PA-H-21
Registered Nurse/Practical Nurse

Practical Arts

HEALTH OCCUPATIONS

TASK: TAKING ORAL TEMPERATURES

INTRODUCTION

The body temperature is a measurement of heat in the body. It is considered one of the vital signs. Therefore, it is very important for the nurse to be able to take a patient's temperature accurately. In this task assignment sheet you will learn to take temperatures orally.

OBJECTIVE(S)

GIVEN an oral thermometer, soap and water, tissue, chair, and someone to role play the patient,

TAKE AND RECORD THE PATIENT'S TEMPERATURE AT TWO DIFFERENT TIMES.

YOUR PERFORMANCE will be rated in accordance with the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, SHAKING DOWN AND READING A THERMOMETER.
2. PRACTICE shaking down and reading a thermometer.
3. READ and DISCUSS Instruction Sheet II, TAKING AN ORAL TEMPERATURE.
4. WATCH a demonstration of the taking of an oral temperature.
5. PRACTICE taking an oral temperature.
6. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Using an oral thermometer, other necessary supplies, and someone to role play the patient, take the patient's temperature at two different times.

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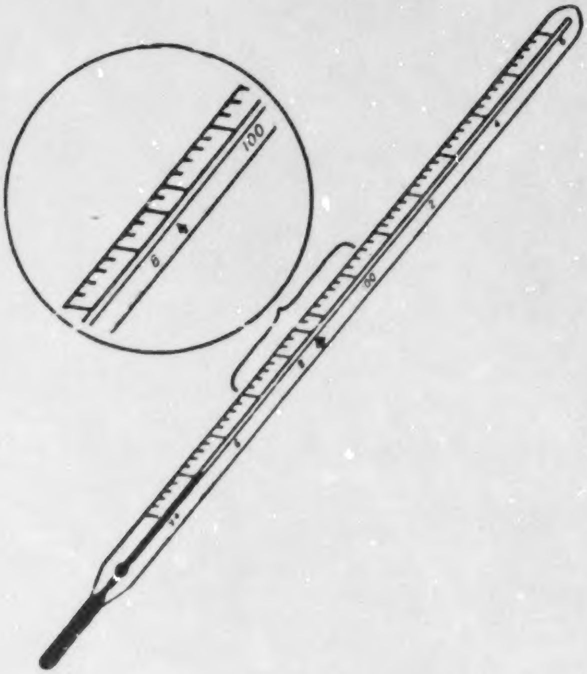
Instruction Sheet I

SHAKING DOWN AND READING A THERMOMETER

The Clinical Oral Thermometer

There are several types of thermometers. The clinical thermometer is used most frequently. It is a slender hollow glass shaft with a mercury-filled bulb end. The calibrations on this thermometer may be either in the Fahrenheit scale or the Celsius scale. The Fahrenheit scale thermometer is graduated from 94°F to 108°F. The Celsius scale thermometer is usually graduated from 35°C to 42°C.



ENLARGED SECTION OF THERMOMETER

The long marks represent a full degree, but only the even numbers of the scale are written. The short lines represent tenths of degrees; each short line is equal to 2/10 of a degree. The arrow indicates the average oral temperature, 98.6°F.

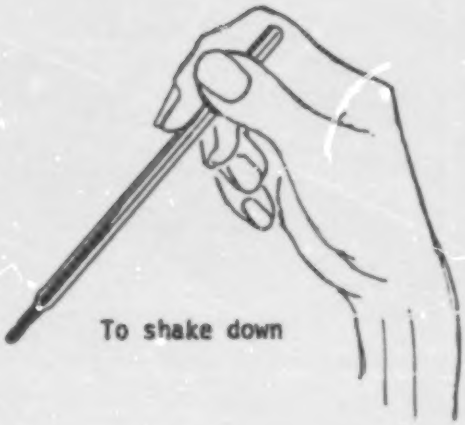
Shaking Down the Thermometer

The mercury line near the bulb of the thermometer slightly constricts preventing the mercury from dropping below the previous temperature reading.

Instruction Sheet I (p. 2)

To shake the mercury down:

1. Hold the thermometer tightly at the top end between the thumb and index finger.
2. Shake with a sharp flip of the wrist until the mercury is down to 96°F or lower.



Reading the Thermometer

Hold the thermometer at eye level. Slowly rotate the thermometer until the mercury line and the calibrations on the instrument can be read easily.

Taking an Oral Temperature

1. Wash your hands.
2. Select the oral thermometer.
3. Shake the mercury down to 96°F (36°C) or below.
4. Wipe the thermometer with a soft tissue.
5. Have the patient lie quietly in bed or sit in a chair.
6. Place the mercury tip of the thermometer under the patient's tongue.
7. Leave the thermometer in place for 3 minutes and remove.
8. Read and record the accurate temperature.
9. Shake the mercury down to 96°F (36°C) and replace the thermometer in the holder.
10. Wash your hands.

NOTE: Wait 10-15 minutes before taking the oral temperature of a patient who has had a hot or cold drink or has been smoking.

Instructor's Final Checklist

TAKING ORAL TEMPERATURES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In taking an oral temperature at two different times, the student:

	Accomplished	Not Accomplished
1. Washed his/her hands	☐	☐
2. Selected the oral thermometer	☐	☐
3. Shook the thermometer down to 96°F (36°C) or below	☐	☐
4. Wiped the thermometer with a soft tissue	☐	☐
5. Had the patient sit in a chair	☐	☐
6. Placed the mercury tip of the thermometer under the patient's tongue	☐	☐
7. Left the thermometer in place for 3 minutes and removed	☐	☐
8. Read and recorded the accurate temperature	☐	☐
9. Shook the mercury down to 96°F (36°C) and replaced the thermometer in the holder	☐	☐
10. Washed his/her hands	☐	☐

Task Assignment Sheet PA-H-22
Nurse, Physician, Medical Assistant

Practical Arts

HEALTH OCCUPATIONS

TASK: TAKING PULSE

INTRODUCTION

When the heart beats, it forces blood through the body. This heartbeat can be measured in pulsations per minute. Because this is such a vital body process, it, too, is one of the vital signs. Physicians study the pulse rate very carefully, so it is of tremendous importance that it is taken accurately. In this task assignment sheet you will learn how to take pulse.

OBJECTIVE(S)

GIVEN a partner and a watch or clock with a second hand,

TAKE AND RECORD YOUR PARTNER'S PULSE.

THE PULSE RATE taken must be accurate to within plus or minus 4 beats.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, TAKING A PATIENT'S PULSE.
2. WATCH a demonstration of taking pulse.
3. PRACTICE finding the pulse beat over the radial artery.
4. PRACTICE counting pulse beats.
5. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

You will be provided a partner and a watch or clock with a second hand.

Take and record your partner's pulse.

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Instruction Sheet I

TAKING A PATIENT'S PULSE

Heartbeats can be measured by placing the fingers over an artery. The rhythmic beat that can be counted is called the pulse.

The radial artery is most commonly used for counting pulse. It is found on the inside of either wrist above the thumb. By placing two or three fingers over the artery, you can feel the pulsation. Never use the thumb or you will be counting your own pulse.

To take a patient's pulse follow this procedure:

1. Place the patient's arm and hand, thumb up, in a relaxed position.
2. Place two or three fingers over the radial artery.
3. Count the beats for 60 seconds.
4. Record the total number of beats.

An average normal heartbeat for a teenager is 80-90.

Instructor's Final Checklist

TAKING PULSE

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The pulse rate taken and recorded by the student was accurate within plus or minus 4 beats......................	[ ]	[ ]

Task Assignment Sheet PA-H-23
Nurse, Physician, Medical Assistant

Practical Arts

HEALTH OCCUPATIONS

TASK: COUNTING RESPIRATION

INTRODUCTION

Respiration is one full cycle of breathing in (called inhaling) and breathing out (called exhaling). The rate of breathing provides the physician with important information about a patient's physical condition. In this task assignment sheet, you will learn how to count respiration.

OBJECTIVE(S)

GIVEN a partner and a watch or clock with a second hand,

COUNT AND RECORD YOUR PARTNER'S RESPIRATION.

THE RESPIRATION COUNT should be accurate to within a plus or minus 2 breathing cycles.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, TAKING A RESPIRATION COUNT.
2. WATCH a demonstration of taking a respiration count.
3. CHOOSE a partner and PRACTICE taking a respiration count for one minute.
4. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

You will be provided a partner and a watch or clock with a second hand.

Count and record your partner's respiration.

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Instruction Sheet I

COUNTING RESPIRATION

Counting a patient's respiration is done in the doctor's office without the patient's knowledge. Being aware that someone is watching often changes one's rate of breathing. For instance, anxiety and pain can cause fast breathing.

The best time to count respiration is either before or after checking the pulse. The patient is not aware that respiration is being counted at this time.

To count respiration, follow this procedure:

1. Keep your fingers on the patient's wrist as when taking pulse. (This is not to count breathing cycles, but to keep the patient unaware that respiration is being counted.)
2. Watch the chest movements.
3. Count the respirations (inhaling and exhaling) for one minute.
4. Write down the number of respirations as soon as the count is completed.

A normal respiratory count for teenagers is 20-26.

Instructor's Final Checklist

COUNTING RESPIRATION

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student's respiration count was accurate to within a plus or minus 2 breathing cycles......................	[ ]	[ ]

Task Assignment Sheet PA-H-24
Nurse, Medical Assistant

Practical Arts

HEALTH OCCUPATIONS

TASK: WEIGHING PATIENTS

INTRODUCTION

The weight of a patient can be a good indicator of his/her health status. Therefore, workers in the health field strive to weigh each patient accurately. In this task assignment sheet you will learn how to weigh a patient.

OBJECTIVE(S)

GIVEN a partner, an upright scale, and paper towels,

WEIGH YOUR PARTNER AND RECORD THE WEIGHT.

THE RECORDED WEIGHT must be exactly the same as that found by the one who rates your performance.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, WEIGHING A PATIENT
2. WATCH a demonstration of weighing a patient.
3. PRACTICE balancing and reading a scale.
4. PRACTICE weighing a partner.
5. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

You will be provided a partner, an upright scale, and paper towels.

Weigh your partner and record the weight.

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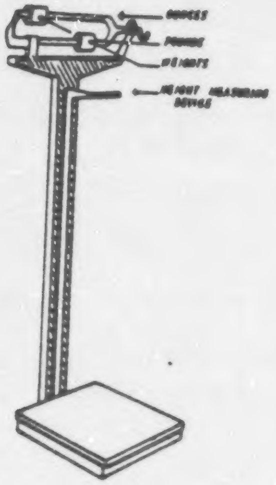
Instruction Sheet I

WEIGHING A PATIENT

It is customary to weigh a patient as part of a physical examination. Proceed as follows:



1. Balance the scales before the patient steps on it.
2. Place a paper towel on the scales to protect the patient's bare feet. If the patient cannot go to the scales, the scales are brought to the bedside.
3. Assist the patient to step on the scales after shoes are removed. (If patient is hospitalized, remove robe.)
4. Balance and read the scales and record the patient's weight.

Instructor's Final Checklist

WEIGHING PATIENTS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student's recorded weight was exactly the same as that found by the one who rated the performance................	[ ]	[ ]

Task Assignment Sheet PA-H-25
Nurse, Medical Assistant

Practical Arts

HEALTH OCCUPATIONS

TASK: MEASURING PATIENTS' HEIGHT

INTRODUCTION

Whether a patient's weight is normal or abnormal often depends on his/her height. Therefore, it is essential that the patient's height be measured accurately. In this task assignment sheet you will learn to measure a patient's height.

OBJECTIVE(S)

GIVEN a partner and an upright scale,

MEASURE AND RECORD YOUR PARTNER'S HEIGHT.

THE RECORDED HEIGHT should be exactly the same as that found by the one who rates your performance.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, MEASURING A PATIENT.
2. WATCH a demonstration of measuring a patient.
3. PRACTICE reading a measuring bar.
4. PRACTICE measuring a partner.
5. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK OUT ACTIVITIES

You will be provided a partner and an upright scale.

Measure and record your partner's height.

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Instruction Sheet I

MEASURING A PATIENT

The patient may be measured either before or after he/she is weighed. Follow this procedure for measuring the height of a patient:

1. Ask the patient to stand erect.
2. Adjust the measuring bar until it touches the top of the patient's head.
3. Read and record the marking.
4. Assist the patient off scale.

Instructor's Final Checklist

MEASURING PATIENTS' HEIGHT

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student's recorded measurement was exactly the same as that found by the one who rated the performance.............	[ ]	[ ]

Task Assignment Sheet PA-H-26
Nurse

Practical Arts

HEALTH OCCUPATIONS

TASK: RECORDING BASIC PATIENT DATA

INTRODUCTION

Patients' basic data is always recorded so that their physical condition can be evaluated. In this task assignment sheet, you will learn how to record a patient's basic data.

OBJECTIVE(S)

USING a graphic chart and basic patient data from Task Assignment Sheets PA-H-21, 22, 23, 24, and 25,

RECORD THE DATA.

ALL DATA should be recorded without error.

LEARNING ACTIVITIES

1. EXAMINE and DISCUSS the completed chart in Instruction Sheet I, COMPLETING A BASIC DATA CHART.
2. READ the chart in Student Self-Check I, READING A BASIC DATA CHART.
3. COMPILE your records from Task Assignment Sheets PA-H-21, 22, 23, 24, and 25.
4. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

You will be provided a blank graphic chart.

Record the basic data you compiled in Learning Activity 3. Turn in your records along with your completed chart.

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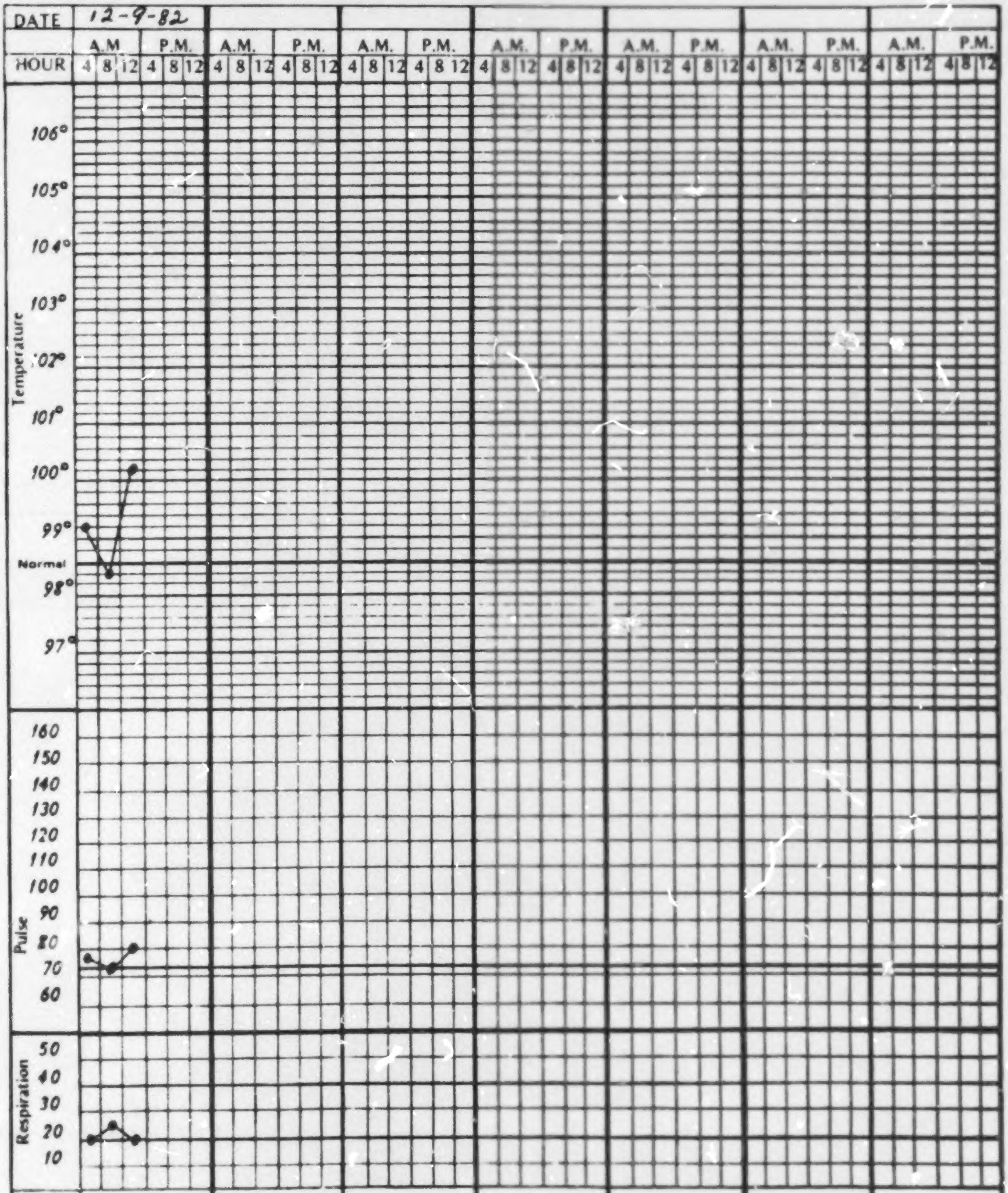
Instruction Sheet 1

COMPLETING A BASIC DATA CHART

GRAPHIC CHART

NAME Jane Doe

DATE 12-9-82



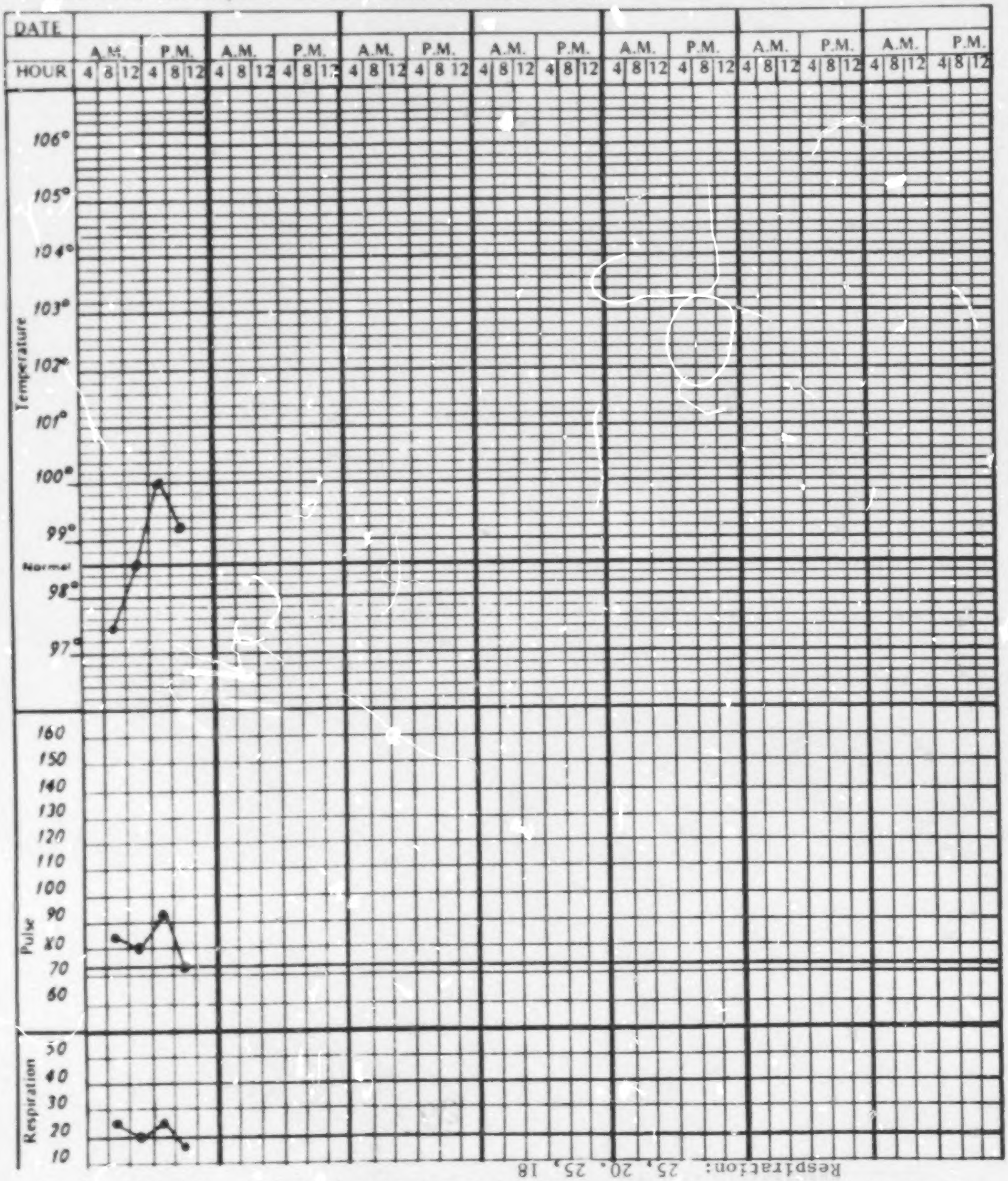
Wt. 125

Ht. 5'3"

Student Self-Check I

READING A BASIC DATA CHART

Read the chart below. Write the answers on your own paper. When you have finished, check your answers with the ones below.



ANSWERS: Temperatures: 97.4°, 98.6°, 100°, 99.2°, Pulse: 85, 80, 92, 70
Respiration: 25, 20, 25, 18

Instructor's Final Checklist

RECORDING BASIC PATIENT DATA

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student recorded the basic patient data without error:

	Accomplished	Not Accomplished
1. Two temperatures	[ ]	[ ]
2. Pulse	[ ]	[ ]
3. Respiration	[ ]	[ ]
4. Weight	[ ]	[ ]
5. Height	[ ]	[ ]

Task Assignment Sheet PA-H-27
Physical Therapist

Practical Arts

HEALTH OCCUPATIONS

TASK: USING BODY MECHANICS

INTRODUCTION

Using the body most effectively to perform activities involving posture and movements is known as good body mechanics. A large number of back injuries result from placing undue strain on the back. A therapist is often called upon to move and/or lift patients and equipment. Therefore, it is important to use safe methods for lifting and moving both for his/her own protection and the protection of the patient. In this task assignment sheet you will learn how to practice good body mechanics.

OBJECTIVE(S)

(1) GIVEN a slightly heavy object located on the floor,

LIFT, TURN, AND CARRY THE OBJECT ACROSS THE ROOM.

WHEN LIFTING, your back must be straight and your knees and hips flexed. WHEN TURNING, the trunk of your body must not be twisted. WHEN CARRYING the object, you must hold it close to your body.

(2) GIVEN a slightly heavy object located on the floor,

PUSH AND PULL THE OBJECT FOR THE DISTANCE INDICATED BY YOUR TEACHER.

YOUR arms, hips, and legs must do most of the work.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, STOOPING, LIFTING, CARRYING, AND TURNING.
2. PRACTICE stooping to lift an object. PRACTICE the technique of lifting, turning, and carrying a slightly heavy object. DO NOT use an object that is too heavy for you.
3. READ and DISCUSS Instruction Sheet II, PUSHING AND PULLING.

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4. PRACTICE the techniques of pushing and pulling a slightly heavy object. DO NOT use an object that is too heavy for you.

5. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

(1) You will be provided a slightly heavy object located on the floor.

Lift, turn, and carry the object across the room.

(2) You will be provided a slightly heavy object located on the floor.

Push and pull the object for the distance indicated by your teacher.

Instruction Sheet I

STOOPING, LIFTING, CARRYING, AND TURNING

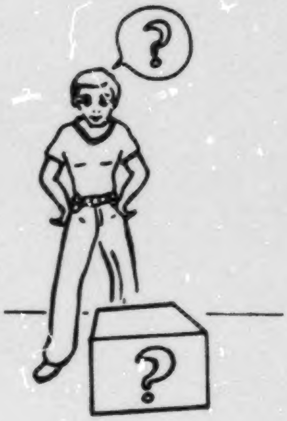
Stooping

Bending over to work or to lift something, even a very light object, causes extra work for the back muscles to maintain balance and to lift the upper part of the body to an erect position. The back muscles are rather weak muscles which fatigue and/or strain easily. Unlike the back muscles, the muscles of the hips and thighs are heavier and much stronger muscles. By flexing the hips and knees while keeping the back straight, the body can be lowered to a squatting position and raised back to a standing position, allowing the hips and legs to do the work.

If you are unaccustomed to stooping and raising your body in this manner, you may find it difficult until your legs and hip muscles have been strengthened. Strengthening these muscles can be done only through consistent practice in using these muscles.

Lifting

Procedure to lift an object off the floor:



1. Evaluate the object for its:
   a. Size
   b. Shape
   c. Consistency
   d. Weight
   e. Distance it must be moved

   By evaluating these factors, you can choose the best method to use in moving the object with the least amount of strain.

2. Stand with your feet apart, having one foot slightly ahead of the other and body in good alignment.

3. Lower your body into a squatting position.
   a. Flex your hips and knees.
   b. Keep your back straight and body over the base of support (feet).
   c. Keep your weight forward so that the weight will rest on the advanced foot and the ball of the rear foot.

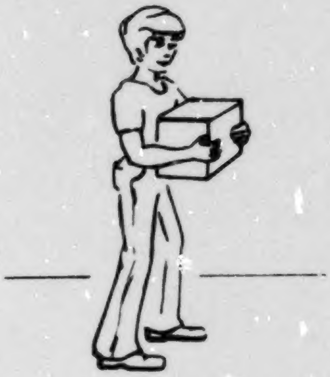
4. Grasp the object firmly with both hands on either side (close to the object's center of gravity).

Instruction Sheet I (p. 2)

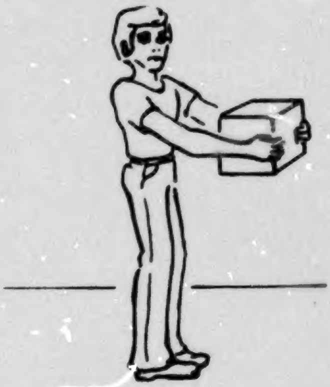
5. Tighten the abdominal and hip muscles to stabilize the pelvis and lower back.

6. Raise your body and the object using the hip and leg muscles.

7. Keep the object as close as possible to the midline of your body (or near to your body). Carrying an object with arms extended will put added strain on your back muscles.



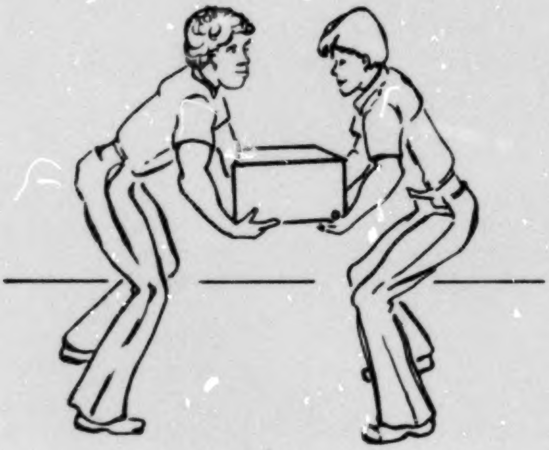
Right



Wrong

8. Put the object down. To place the object on or near the floor, lower your body into squatting position following same procedure as explained in step 3.

When two persons are lifting an object together: The same procedure should be followed as described above. In addition, one person should count "1 - 2 - 3 - GO" so that both persons lift smoothly and at the same time.



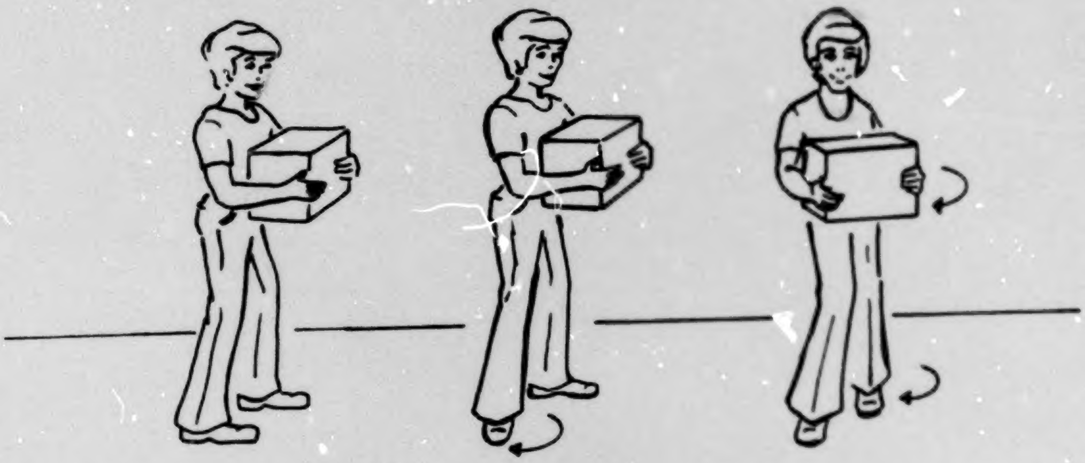
Instruction Sheet I (p. 3)

Turning

Turning your body correctly is also a very important aspect of good body mechanics. Improper turning movements will twist the trunk of the body causing possible muscle strain or injury.

To turn as you walk:

1. Shift your weight to the balls of your feet.
2. Pivot on the balls of your feet in the direction you want to turn. Turn your body as a single unit without twisting the trunk of your body.
3. Redistribute your weight equally to your feet.



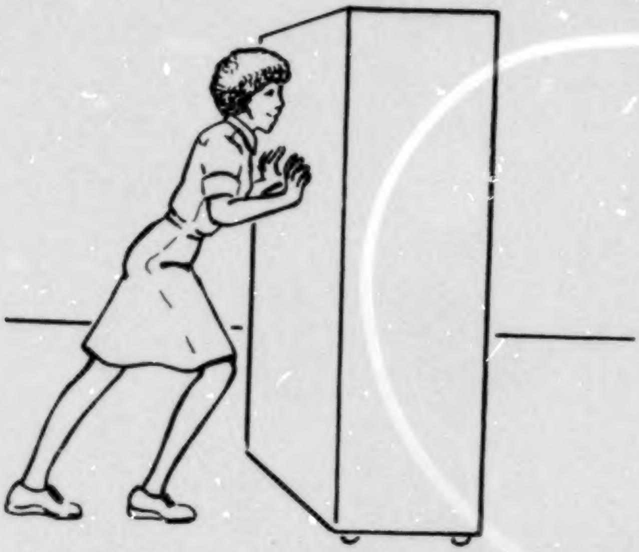
Instruction Sheet II

PUSHING AND PULLING

Sometimes it's easier to push or pull an object rather than to lift it. Pushing and pulling an object should be done with minimal effort or strain on your body. The key to this is to use your body weight to assist the muscles of your legs and trunk.

To push an object:

1. Stand very close to the object to be pushed.
2. Stand with feet apart (at least 8 inches apart) having one foot slightly ahead of the other and the body in good alignment.
3. Tighten the trunk and thigh muscles.
4. Lean toward the object to be moved.
5. Push by letting your arms, hips, and legs do most of the work.



To pull an object: Use the same procedure as described above to push an object. However, to pull an object, you must lean away from the object to be moved. As in pushing, let your arms, hips, and legs do most of the work.

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Instructor's Final Checklist

USING BODY MECHANICS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
1. In lifting, turning and carrying an object across the room, the student:		
a. Lifted the object keeping the back straight and knees and hips flexed..........................	☐	☐
b. Turned the body without twisting the trunk of the body..	☐	☐
c. Carried the object close to the body...........	☐	☐
2. In pushing and pulling the object, the student:		
a. Moved the object allowing the arms, hips, and legs to do most of the work.....................	☐	☐
b. Pushed and pulled the object a distance indicated by the instructor............................	☐	☐

Task Assignment Sheet PA-H-28
Medical Laboratory Technician,
Pharmacist

Practical Arts

HEALTH OCCUPATIONS

TASK: POURING AND MEASURING LIQUIDS

INTRODUCTION

More than likely you have seen a pharmacist pour and measure liquid medicines. And if you have visited a medical laboratory, you may have seen the technician measuring liquids. These workers follow a prescribed procedure when measuring the liquids. In this task assignment sheet you will learn how to measure liquids.

OBJECTIVE(S)

GIVEN a bottle of colored water, graduate, beaker, and medicine dropper,

POUR AND MEASURE THE WATER.

YOU SHOULD pour the water into the graduate so that the bottom of the curve in the water column reaches the level specified by your teacher.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, STEPS IN POURING AND MEASURING LIQUIDS.
2. WATCH a demonstration of pouring and measuring liquids.
3. PRACTICE pouring and measuring colored water.
4. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

You will be provided a bottle of colored water, graduate, beaker, and medicine dropper.

Pour and measure the water to the level your teacher indicates.

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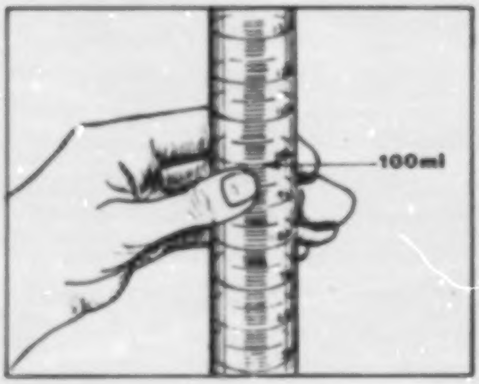
Instruction Sheet I

STEPS IN POURING AND MEASURING LIQUIDS

Follow these steps to pour and measure liquids. (We will explain here how to measure 100 milliliters (ml) of liquid.)

1. Locate the 100 ml mark on the graduate (a type of measuring vessel marked with a series of lines to indicate the amounts that can be measured on it.)

2. Grasp the body of the graduate with the top of your thumb just below the 100 ml mark and with the scale clearly visible to you.

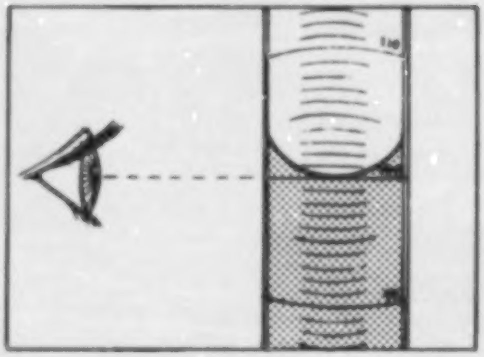


3. Hold the graduate in a vertical position with the 100 ml mark at eye level.

4. Pick up the bottle of water, grasping it on the side opposite the label. Pour water into the center of the graduate. (Do not wet the inner surface above the 100 ml mark.) Fill the graduate to the 80 to 90 ml mark.

5. Pour 20 to 30 mil. of water into a beaker. Again hold the graduate with the 100 ml at eye level. Pour the water slowly from the notch of the beaker into the center of the graduate.

6. Look closely at the surface of the water in the graduate. You will see that it is not in a straight line. (Since liquids stick to glass, the column of water will form a curve with its lowest point at the center.) Watch the curve carefully, and stop pouring when the bottom of the curve touches the 100 ml mark.



Instruction Sheet I, (p. 2)

7. If you have difficulty controlling the flow of water, avoid overshooting the 100 ml mark by adding the last few milliliters with a medicine dropper.

Instructor's Final Checklist

POURING AND MEASURING LIQUIDS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student poured the water in the graduate so that the bottom of the curve in the water column reached the specified level..	[ ]	[ ]

Task Assignment Sheet PA-H-29
Nurse, Medical Assiscant

Practical Arts

HEALTH OCCUPATIONS

TASK: PLOTTING GROWTH CHARTS

INTRODUCTION

In well baby clinics, records are kept of the infant's weight and height. This growth information is often converted to metric numbers and plotted on a chart. In this task assignment sheet you will learn how to plot weight in kilograms.

OBJECTIVE(S)

GIVEN a growth chart and an infant's weight at seven different ages,

PLOT THE WEIGHTS IN KILOGRAMS ON THE CHART.

YOU SHOULD plot at least five of the weights correctly.

LEARNING ACTIVITIES

1. READ, STUDY THE CHART, and DISCUSS Instruction Sheet I, PLOTTING A GROWTH CHART.
2. PRACTICE converting pounds to kilograms. Your teacher will give you some problems.
3. READ a growth chart. Your teacher will provide one.
4. PRACTICE plotting a growth chart.
5. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

You will be provided a growth chart and an infant's weight at various ages.

Plot the weights in kilograms on the chart.

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Instruction Sheet I

PLOTTING A GROWTH CHART

Many growth charts have a normal growth range marked right on the chart itself. This enables the doctor to tell at a glance whether the child is growing within the normal range.

Before plotting the weight, it may be necessary to convert pounds to kilograms. You may remember that 1 kilogram = 2.2 pounds. To convert pounds to kilograms divide the pounds by 2.2.

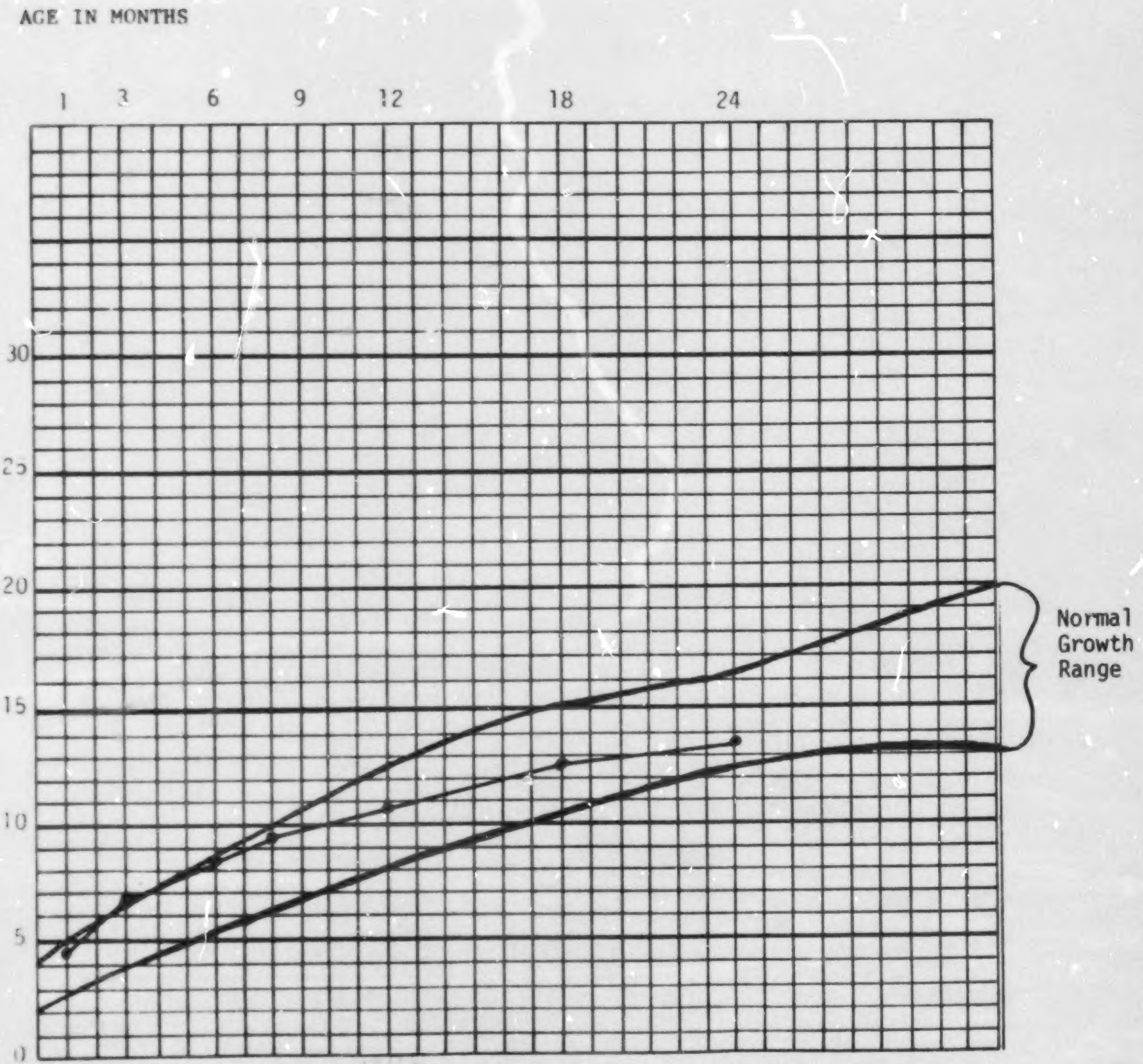
Study the figures below.

Age	Weight	Kilograms
1 month	10 lbs.	4.5
3 months	15 lbs.	6.7
6 months	18 lbs.	8.2
9 months	20 lbs.	9.1
12 months	24 lbs.	10.9
18 months	28 lbs.	12.7
24 months	30 lbs.	13.6

The weight has been plotted on the chart on the next page. Study the chart.

Instruction Sheet I, (p. 2)

GROWTH CHART (WEIGHT)



Instructor's Final Checklist

PLOTTING GROWTH CHARTS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student plotted at least five of the seven weights correctly..	[ ]	[ ]

Task Assignment Sheet PA-H-30
Dietitian, Dietary Assistant

Practical Arts

HEALTH OCCUPATIONS

TASK: DISTINGUISHING AMONG HOSPITAL DIETS

INTRODUCTION

The food prepared in the hospital is usually prepared by the dietitian. The method of preparation and the consistency of the food depend on the patient's condition and special needs. Some patients require special diets. In this task assignment sheet you will learn the four standard diets.

OBJECTIVE(S)

GIVEN five menus,

NAME THE TYPE OF HOSPITAL DIET FOR EACH MENU.

YOU SHOULD name the correct types of diet for all the menus.

LEARNING ACTIVITIES

1. EXAMINE and DISCUSS the chart in Instruction Sheet I, TYPES OF HOSPITAL DIETS.
2. FIND pictures of foods that are acceptable for one of the hospital diets, and MAKE a poster. DISPLAY your poster in the classroom.

   OR

   PREPARE a menu for each of the hospital diets.
3. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

You will be provided five menus.

Name the type of hospital diet for each menu.

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Instruction Sheet I

TYPES OF HOSPITAL DIETS

TYPE OF DIET	DESCRIPTION	COMMON PURPOSE
Regular	Provides all essentials of good nourishment.	For patients who do not need special diets.
Liquid	Clear: Coffee or tea without milk or cream, fat-free broth, carbonated beverages, strained juices, gelatin. Full: Milk, cream, gruel, juices, eggnog, plain gelatin desserts, strained soups, strained meat broth, tea, and carbonated beverages.	For patients who are unable to chew or swallow solid foods and for patients who have had surgery.
Soft	Between the full liquid and regular diet; foods that are soft in consistency. Foods allowed include soups; eggs; milk; cooked vegetables; bananas and cooked fruit; boiled, broiled, or baked meats and fish; ice cream; plain cakes and cookies; custard; all beverages. (Fried foods, nuts, fibrous vegetables, tough meat, salads, pastry not allowed.)	For patients who need foods which can be easily chewed.
Light	Between the soft and regular diet; major difference is in preparation of the food. All foods contained in soft diet may be used in light diet. In addition, foods include simple salads such as fruit, sliced tomato, and cottage cheese.	For convalescents.

Instructor's Final Checklist

DISTINGUISHING AMONG HOSPITAL DIETS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student named the correct type of hospital diet for each menu..	[ ]	[ ]

Task Assignment Sheet PA-H-31
Nurse, Nurse Aide

Practical Arts

HEALTH OCCUPATIONS

TASK: FEEDING PATIENTS

INTRODUCTION

Assisting the patient with eating is an important role in nursing. This leads to more comfortable and pleasant meal times and aids the patient in his/her recovery. In this task assignment sheet you will learn how to feed a patient.

OBJECTIVE(S)

GIVEN a food tray, napkins, and a partner role playing a patient,

FEED THE PATIENT.

YOUR PERFORMANCE will be rated in accordance with the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, FEEDING A PATIENT.
2. VISIT a hospital or nursing home, and WATCH a patient being fed.
3. PRACTICE feeding a patient. Your teacher will tell you more about this activity.
4. ARRANGE with you teacher to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

You will be provided a food tray, napkins, and a partner role playing a patient.

Feed the patient.

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Instruction Sheet 1

FEEDING A PATIENT

After the patient has been made ready for meal time and the tray has been placed in position for the meal, the nurse will proceed with feeding the patient by doing the following:

1. Protect the patient's clothes with a towel or extra napkin.
2. Position yourself at the patient's level, keeping your body in good alignment. If you are seated on a stool or chair, the patient is apt to be more at ease. If you stand while feeding the patient, she/he may feel that you are in a hurry.
3. Tell the patient what food is being served on the tray.
4. Ask the patient which food he/she prefers starting with, and offer the food on a fork or spoon. Give small bites, and vary the food.
5. Allow time for the patient to chew and swallow. Do not rush the patient.
6. Offer fluid after every three or four bites of solid food. This helps to "wash down" the food. If the patient wishes, allow him/her to drink from a straw.
7. Allow the patient to wipe mouth his/her with a napkin as needed.
8. Allow the patient to hold bread if he/she so desires.
9. Show interest with friendly conversation during the meal, but do not chatter constantly. Constant chatter is distracting.

Instructor's Final Checklist

FEEDING PATIENTS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In feeding a patient, the student:

	Accomplished	Not Accomplished
1. Protected the patient's clothing with a napkin.........	[ ]	[ ]
2. Positioned himself/herself at the patient's level......	[ ]	[ ]
3. Told the patient what food was being served...........	[ ]	[ ]
4. Asked the patient which food to start with............	[ ]	[ ]
5. Gave small bites.......................................	[ ]	[ ]
6. Varied the food..	[ ]	[ ]
7. Allowed plenty of time for the patient to chew and swallow..	[ ]	[ ]
8. Offered fluid after every four bites of solid food.....	[ ]	[ ]
9. Allowed the patient to wipe his/her mouth with a napkin as needed.....................................	[ ]	[ ]
10. Allowed the patient to hold the bread.................	[ ]	[ ]
11. Carried on a friendly conversation, but did not chatter constantly.....................................	[ ]	[ ]

Task Assignment Sheet PA-H-32
Emergency Medical Technician

Practical Arts

HEALTH OCCUPATIONS

TASK: APPLYING A TRIANGULAR BANDAGE

INTRODUCTION

The triangular bandage is commonly used to support an arm and/or shoulder joint. It is important to apply this bandage properly so that the patient will have sufficient hand support and so there will be no undue pressure on the neck. In this task assignment sheet you will learn how to apply a triangular bandage (sling) which will support the part and be comfortable to the patient.

OBJECTIVE(S)

GIVEN a triangular bandage, a safety pin, and a partner,

APPLY THE BANDAGE TO SUPPORT YOUR PARTNER'S ARM.

YOUR WORK will be rated according to the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, APPLYING A TRIANGULAR BANDAGE (SLING).
2. WATCH a demonstration of applying a triangular bandage. EXAMINE the bandage after it has been applied.
3. PRACTICE applying a triangular bandage.
4. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

You will be provided a triangular bandage, a safety pin, and a partner.

Apply the bandage to support your partner's arm.

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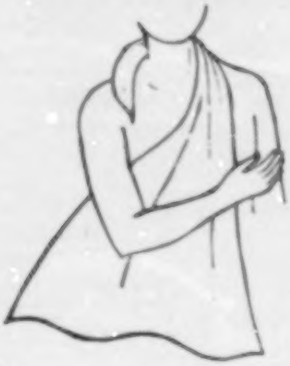
Instruction Sheet I

APPLYING A TRIANGULAR BANDAGE (SLING)

A triangular bandage is made from a 36" to 40" square of cloth. It may be cut in half diagonally to make two slings or it may be folded on the diagonal to make a double thickness triangle.

To apply the bandage follow this procedure:

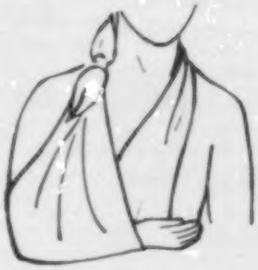
1. Place one end of the triangle over the shoulder on the uninjured side.
2. Bring the other end of the triangle under the arm to be supported.
3. Gently place the apex (high point) of the triangle toward the elbow.



4. Bring the lower end of the triangle up over the injured arm and join the other end of the triangle. The hand of the supported arm should be higher than the elbow, and the palm of the hand should be positioned with thumb up.
5. Secure the sling by tying it at the side of the neck on the injured side. This avoids pressure at the back of the neck to prevent swelling of the fingers.
6. Adjust the sling to give desired support. The side of the hand should be supported by the sling to the base of the finger with fingers about four inches higher than the elbow.

Instruction Sheet I (p. 2)

7. Fold the corner of the sling at the elbow and hold it in place with a safety pin.



8. Adjust the tie to maintain the position of the arm. Be sure the knot is to the side of the neck.

Instructor's Final Checklist

APPLYING A TRIANGULAR BANDAGE

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's bandage:	Accomplished	Not Accomplished
1. Was correctly tied to the side of the neck...........	☐	☐
2. Supported the side of the hand to the base of the fingers...	☐	☐
3. Held the fingers about 4" higher than the elbow......	☐	☐
4. Was folded at the apex around the elbow and secured in place with a safety pin..........................	☐	☐

Task Assignment Sheet PA-H-33
Dental Assistant

Practical Arts

HEALTH OCCUPATIONS

TASK: SCHEDULING PATIENTS

INTRODUCTION

Scheduling patients is a vital part of a dental assistant's job. Both the patient and the dentist must be satisfied with the scheduling. Therefore, great care must be taken to insure that all information is accurate and recorded at the right time. In this task assignment sheet you will learn how to schedule patients.

OBJECTIVE(S)

GIVEN a list of patients and a page from an appointment book,

SCHEDULE THE PATIENTS.

YOU SHOULD include accurate information for the correct time units for each patient.

LEARNING ACTIVITIES

1. READ, STUDY THE SCHEDULE, and DISCUSS Instruction Sheet I, SCHEDULING APPOINTMENTS.
2. PRACTICE marking units of time. Your teacher will provide the information and a page from an appointment book.
3. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

You will be provided a list of patients and a page from an appointment book.

Schedule the patients.

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Instruction Sheet I

SCHEDULING APPOINTMENTS

When scheduling appointments, always use a pencil. This permits you to erase the name of the patient who cancels an appointment and use the time for scheduling someone else.

In scheduling appointments, specific information should be included in the block of time given to patients. This information includes:

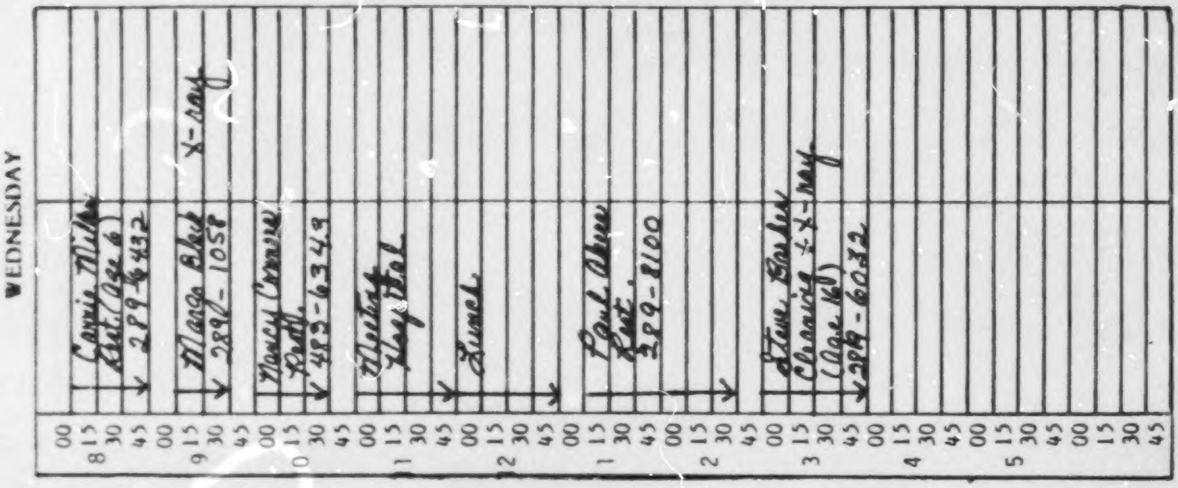
1. The patient's full name: If the patient is a new patient, indicate this by writing "N.P." following the patients name. If the patient is a child, write the age of the child. (Schedule children in the morning, because they tend to be more cooperative at this time of day.)

2. The service to be rendered: For example, if Ms. Smith is to have restorative treatment, write it under her name. Abbreviations are sometimes used (e.g., "prophy" for prophylaxif or "rest" for restorative).

3. The person's telephone number (home or business): Write this in the space you are reserving for the patient. This will provide you with a means of contacting the patient in case something unforeseen happens and the appointment must be cancelled. You may use the number for confirming the appointment the day before the appointed time.

4. The number of units of time (15-minute intervals) that will be needed to complete the treatment: Draw a vertical line through the appropriate units of time.

Study the example of the schedule at the bottom of this page.


WEDNESDAY
Carrie Miller
Rest. (Age 6)
289-6432
Margo Black X-ray
289-1058
Nancy Cromer
Prophy.
483-6349
Meeting
Hospital
Lunch
Paul Olsen
Rest.
289-8100
Steve Barber
Cleaning & X-ray
(Age 16)
289-6032
8 00 15 30 45
9 00 15 30 45
10 00 15 30 45
11 00 15 30 45
12 00 15 30 45
1 00 15 30 45
2 00 15 30 45
3 00 15 30 45
4 00 15 30 45
5 00 15 30 45

Instructor's Final Checklist

SCHEDULING PATIENTS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In scheduling patients, the student included for each patient:

	Accomplished	Not Accomplished
1. Accurate information	[ ]	[ ]
2. The correct time units	[ ]	[ ]

Task Assignment Sheet PA-H-34
Medical Assistant

Practical Arts

HEALTH OCCUPATIONS

TASK: GREETING PATIENTS AND VISITORS

INTRODUCTION

When patients or visitors contact a health facility, the medical assistant may be the first person they meet. Through these contacts, he/she performs as a public relations representative. In this task assignment sheet you will learn how to greet patients and visitors in a health facility.

OBJECTIVE(S)

GIVEN a written conversation between a medical assistant and a visitor,

LIST THE CHANGES THAT SHOULD BE MADE IN GREETING THE VISITOR.

YOU SHOULD list at least six changes.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, GREETING PATIENTS AND VISITORS.
2. COMPLETE Student Self-Check I, STEPS IN GREETING PATIENTS AND VISITORS.
3. PARTICIPATE IN or WATCH skits on receiving visitors and patients. DISCUSS the right and/or wrong procedures presented in each skit.
4. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

You will be provided a written conversation between a medical assistant and a visitor.

List the changes that should be made in greeting the visitor.

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Instruction Sheet I

GREETING PATIENTS AND VISITORS

The warmth and friendliness of the staff are important qualities to all persons who contact a health facility. Word-of-mouth advertising by persons who come in contact with your facility is the best type of advertisement a facility can have. Therefore, it is very important that you learn to work well with patients and to provide a pleasant atmosphere for all patients.

Keep in mind that the reception room is for receiving guests; it is not just a waiting room. Everyone should be greeted warmly and with a smile. Greet visitors as soon as they arrive. The first impression made on the patient or visitor may be the one remembered.

After you greet the person, do the following:

--Ask the person's name, if you do not already know it.

--Determine the reason for the visit--a prearranged appointment, to set up an appointment, to sell equipment, etc.

--Notify your supervisor/doctor/dentist of the patient's or visitor's arrival, unless you have the authority to take care of the business.

--Make sure the person is seated comfortably and that reading material is available if he/she must wait.

Certain types of situations require special procedures. A description of some of these follows.

Receiving A Visitor (Salesperson, etc)

Salespersons who are seen by the health staff and professional personnel during working hours should be salespersons of appropriate products or equipment pertaining to the facility. Salespeople for insurance or any other personal items should arrange appointments during nonworking hours.

It is preferable for the salesperson to set up an appointment. In setting up an appointment time for a salesperson:

--Limit the appointment to a sufficient amount of time to cover the business matter.

--Make the appointment between patients, not at the beginning of a lunch hour or at the end of the day.

Instruction Sheet I (p. 2)

If your supervisor/doctor/dentist agrees to see the salesperson between patients, inform the salesperson of the amount of time it will be before he/she can be seen. If the salesperson cannot wait, set up a mutually convenient appointment.

Receiving A Professional (Medical doctor, dentist, etc.)

Once the visitor identifies himself/herself as a fellow professional, ask the person to be seated and excuse yourself. Go directly to your supervisor/doctor/dentist and tell him/her that the visitor (use the professional's full name) is in the reception room. Your supervisor/doctor/dentist will instruct you about how to handle the situation.

Receiving An Unidentified Caller

If a person refuses to tell you his/her name and business, inform the person firmly, but courteously, that you must have his/her name and business (or subject of the visit). Then and only then will you be able to ask your supervisor/doctor/dentist if he/she will see the visitor. If the visitor still refuses, ask the person to contact your supervisor/doctor/dentist at home after working hours. The same technique can also be used on the telephone.

Receiving New Patients

Each office or hospital has its own policy for new patients. The procedure depends on whether the patient is a newly scheduled or an emergency patient. Regardless of the situation, always be very friendly, courteous, and helpful to the patient and the family.

Receiving Previous Patients

When a patient who has been to the office or hospital before comes in, be sure you know the name of the patient. Use his/her name in your greeting. Make sure there is appropriate seating and reading material for the patient. If the facility is running late and there will be a delay in seeing the patient, inform the patient of this fact. Do not say it will be "just a few minutes" when it may be twenty or thirty minutes. Tell the patient approximately how long the delay will be. For the child patient, provide entertainment, such as books, games, or coloring books and crayons.

Instruction Sheet I (p. 3)

General Rules For Greeting Patients/Visitors

--Be very friendly and courteous at all times.

--Greet the patient/visitor promptly.

--Respond if the patient/visitor shows any inclination to talk.

--Keep all office information confidential. If a patient/visitor asks questions about the office, reply in general statements.

--Indicate an interest in the patient/visitor as an individual.

--Notify your supervisor/doctor/dentist of the visitor's arrival immediately, unless you have the authority to take care of the business.

--Introduce the patient/visitor to your supervisor (or other appropriate person).

Student Self-Check I

STEPS IN GREETING PATIENTS AND VISITORS

On a separate sheet of paper, complete the two exercises below. After you have finished, compare your answers with those at the bottom of the page.

1. Following the statement are procedures you would use in greeting patients and visitors. Number these steps in the proper order.

   You are typing an important letter that your supervisor is waiting for when a visitor enters the office.

   (1) ___Finish typing the legal document.
   (2) ___Determine the business of the visitor.
   (3) ___Greet the visitor promptly and in a friendly way.
   (4) ___Learn the visitor's name.
   (5) ___See that the visitor is seated comfortably.
   (6) ___Notify your supervisor of the visitor's arrival, unless you yourself have the authority to take care of the business.

2. Read the questions below and write the letters of the correct responses.

   A. A patient has entered the office. You have greeted him/her promptly and courteously, and he/she is waiting to see the dentist/doctor. What should you do now?

      a. Ask the patient to have a seat and offer him/her current reading material.
      b. Begin telling the patient about your recent family problems.
      c. If he/she asks questions about the business, reply in generalities.

   B. The dentist or doctor is ready to see the visitor. What should you do now?

      a. Point in the direction of the dentist's or doctor's office and let the visitor look for the office.
      b. Indicate a friendly attitude and interest in the visitor as an individual.
      c. Introduce the visitor to the dentist or doctor.

Answers: 1. 3, 4, 2, 6, 5, 1
2A. a, c
2B. b, c

Instructor's Final Checklist

GREETING PATIENTS AND VISITORS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student listed at least six changes that should be made in greeting the visitor..............................	[ ]	[ ]

Task Assignment Sheet PA-H-35
Medical Assistant

Practical Arts

HEALTH OCCUPATIONS

TASK: EXPLAINING DOCTORS' FEES

INTRODUCTION

Most patients are concerned about the cost of medical treatment, especially when it is to be long and involved. The fee is usually explained before the treatment begins. If the doctor doesn't do it, then it is the medical assistant's duty. In this task assignment sheet you will learn how to explain doctors' fees.

OBJECTIVE(S)

GIVEN three case situations,

EXPLAIN THE DOCTOR'S FEE FOR EACH SITUATION.

YOU SHOULD give the correct explanation for at least two of the situations.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, EXPLAINING MEDICAL FEES.

2. PLAN and PARTICIPATE IN a skit on explaining doctors' fees. Your teacher will tell you more about this activity.

   or

   INTERVIEW a medical assistant to find out how the doctor's fees are explained in his/her office. REPORT to the class.

3. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

You will be provided case situations.

Explain the doctor's fee for each situation.

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Instruction Sheet I

EXPLAINING MEDICAL FEES

To the patient, medical fees rate second in importance to the treatment. So it is important that the fee be clearly explained. This explanation is usually given before, rather than after, the treatment.

There are three basic questions to be answered:

1. How much is the fee? The fee is usually based on the type of service. Most doctors use a fee slip that lists many of the services. A fixed fee has been determined for some of these. Here is a sample list:

   Office call
   Laboratory
   Hospital
   Surgery
   Electrocardiogram
   Examination
   House call
   Obstetrical
   X-ray
   Consultation (with another doctor)
   Injection
   Treatment
   Miscellaneous

When new patients call and ask about the fee for an office call, you must use your good judgement (or ask the doctor) in answering the question. Here are some choices:

--Quote the fixed fee.
--Tell them you will be glad to talk with them when they come to the office.
--Tell them it will be better to wait until the doctor has seen them first.

2. Why is the fee so high? The explanation to this question often includes three things:

   --The time involved in the treatment.
   --The cost of the drugs administered by the doctor.
   --The qualifications and skill of the doctor.

3. When do I have to pay the fee? Small fees usually are due within a week or two after the statement has been sent to the patient.

   Arrangements can be made for payment of larger fees. These arrangements are often worked out between the doctor and the patient. Usually, the fee is divided into monthly payments. (Note: The medical assistant never tells the patient that the doctor may reduce the fee.)

Instructor's Final Checklist

EXPLAINING DOCTORS' FEES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In explaining a doctor's fees, the student gave the correct explanation for at least two of the case situations..	[ ]	[ ]

Task Assignment Sheet PA-H-36
Medical Secretary

Practical Arts

HEALTH OCCUPATIONS

TASK: FILING PATIENTS' RECORDS

INTRODUCTION

The basic purpose of filing is the storing of records in a safe place. It is necessary that patients' records are filed so that they can be easily removed when they are needed. In this Task Assignment Sheet, you will learn how to file patients' records.

OBJECTIVE(S)

GIVEN a drawer prepared for filing, a file folder, and the basic data chart you prepared in Task Assignment Sheet PA-H-26,

PREPARE THE CHART FOR FILING, AND FILE IT IN THE FILE DRAWER.

YOUR CHART should be correctly indexed, coded, and filed in alphabetical order.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, FILING PROCEDURES.
2. EXAMINE an alphabetical filing system in your school. Your teacher will arrange for you to do this.
3. INDEX and CODE your basic data chart.
4. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

You will be provided a file drawer, file folder, and the basic data chart you prepared previously.

Prepare the file folder and file your chart in the file drawer.

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Instruction Sheet I

FILING PROCEDURES

Follow these steps in filing alphabetically (according to the sequence of the letters in the alphabet):

1. Index the record. Determine under what name it should be filed. Here are some indexing rules for names.

   --A surname is a person's last name or family name. When filing, the surname of the individual is considered the first name or unit listed; the given (first) name is the second unit; the middle name is the third unit.
   Example: Doe, Jane Anne

   --Prefixes of a surname such as Mac, O', or Van are considered part of the surname and not as separate indexing units, regardless of whether the surname is written as one word or two.
   Example: Van Idersteine is filed under V.

   --Hyphenated surnames are considered as one unit.
   Example: Phelps-Miller is filed under P.

   --Names are arranged in alphabetical order. Only the first units are considered if the names are all different. If the first units are the same, the second units are considered. The third units are considered if the first and second units are the same.

Example:	Martha Ann Martin	Martin, Martha Ann
	Martha Jane Martin	Martin, Martha Jane

   --When the surname only is used, it is filed before a surname used with an initial or a given name.
   Example: Smith comes before Smith, W.

2. Code the record by underlining the word under which it will be filed.

3. Write the name, last name first, on the raised tab of a file folder.

4. File the folder in alphabetical sequence.

Task Assignment Sheet PA-H-37
Medical Secretary

Practical Arts

HEALTH OCCUPATIONS

TASK: RETRIEVING PATIENTS' RECORDS

INTRODUCTION

Following the proper procedure for removing materials from the file will prevent misfiling and lost materials. In this task assignment sheet you will learn how to retrieve patients' records.

OBJECTIVE(S)

GIVEN a file box, a request for records, and a charge-out card,

RETRIEVE THE RECORDS.

YOUR SHOULD retrieve each record requested and complete the charge-out card without error.

LEARNING ACTIVITIES

1. READ, EXAMINE the charge-out card, and DISCUSS Instruction Sheet I, REMOVING FILED RECORDS.
2. PRACTICE retrieving items from a file and refiling them by asking a classmate to list four items for you to remove from the files. Practice using each of the three methods for removing filed material: diagonal, bookmark, and charge-out. When you finish, reverse the roles and observe your classmate.
3. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

You will be provided a request for basic data charts.

Go to the file box and retrieve each chart and the folder. Use the charge-out method. Turn in the request with the charts.

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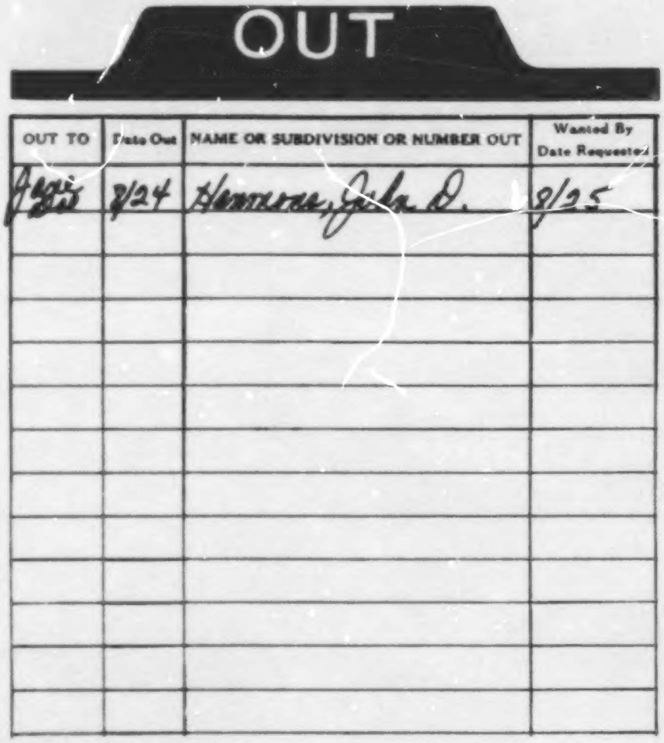
Instruction Sheet I

REMOVING FILED RECORDS

Following the proper procedure for removing filed materials will prevent misfiling or loss of items. Listed below are three methods for removing information from the file.

1. Diagonal Method - If something must be removed from the patient's folder, the folder is raised until one of the bottom corners of the folder can rest on the edge of the file drawer. The folder is diagonally exposed. This position provides for easy insertion or removal of materials from the folder without completely removing the folder from the file.
2. Bookmark method - If the complete folder must be removed from the file, a cardboard strip can be inserted at the place where the folder was removed. When the folder is ready to be placed back in the file, it is easier to find its correct location. Remove the cardboard and insert the folder.
3. Charge-out method - When a folder or any part of the folder is removed from the file, a card should be inserted in its place. The name of the person removing the file, the date it was removed, the name that appears on the folder, and when the file is needed, should be written on the replacement card. In this way, anyone else who may want the same file will know whom to contact to find it.

   See the illustration below.



OUT

OUT TO	Date Out	NAME OR SUBDIVISION OR NUMBER OUT	Wanted By Date Requested
[illegible]	8/24	Hennesse, John D.	8/25

Instructor's Final Checklist

RETRIEVING PATIENTS' RECORDS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In retrieving basic data charts, the student:	Accomplished	Not Accomplished
1. Removed each chart requested	☐	☐
2. Completed the charge-out card without error for each file removed:		
a. Student's name	☐	☐
b. Date out	☐	☐
c. Name on file folder	☐	☐
d. Date file is wanted	☐	☐

Task Assignment Sheet PA-H-38
Physician

Practical Arts

HEALTH OCCUPATIONS

TASK: COMPLETING BIRTH CERTIFICATES

INTRODUCTION

A birth certificate is important to an individual in many ways. It is used for entering school, obtaining a driver's license, and obtaining a marriage license, for example. Because of the importance of birth records, each birth certificate must be prepared as accurately as possible. Also, information on the certificate should be kept as confidential as possible. The attending physician and other hospital personnel are responsible for completing a birth certificate. In this task assignment sheet you will learn how to complete a Certificate of Live Birth.

OBJECTIVE(S)

GIVEN a blank Certificate of Live Birth and a case situation,

COMPLETE THE CERTIFICATE.

YOU SHOULD complete the certificate in accordance with the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. EXAMINE and DISCUSS the completed Certificate of Live Birth in Instruction Sheet I, FILLING OUT A CERTIFICATE OF LIVE BIRTH.
2. REVIEW and DISCUSS the steps in completing a Certificate of Live Birth. Your teacher will provide a reference.
3. PRACTICE filling out a Certificate of Live Birth along with the class. Your teacher will provide a copy of the certificate.
4. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

You will be provided a blank Certificate of Live Birth and a case situation.

Complete the certificate. Have your parent sign the appropriate section for "Certifier."

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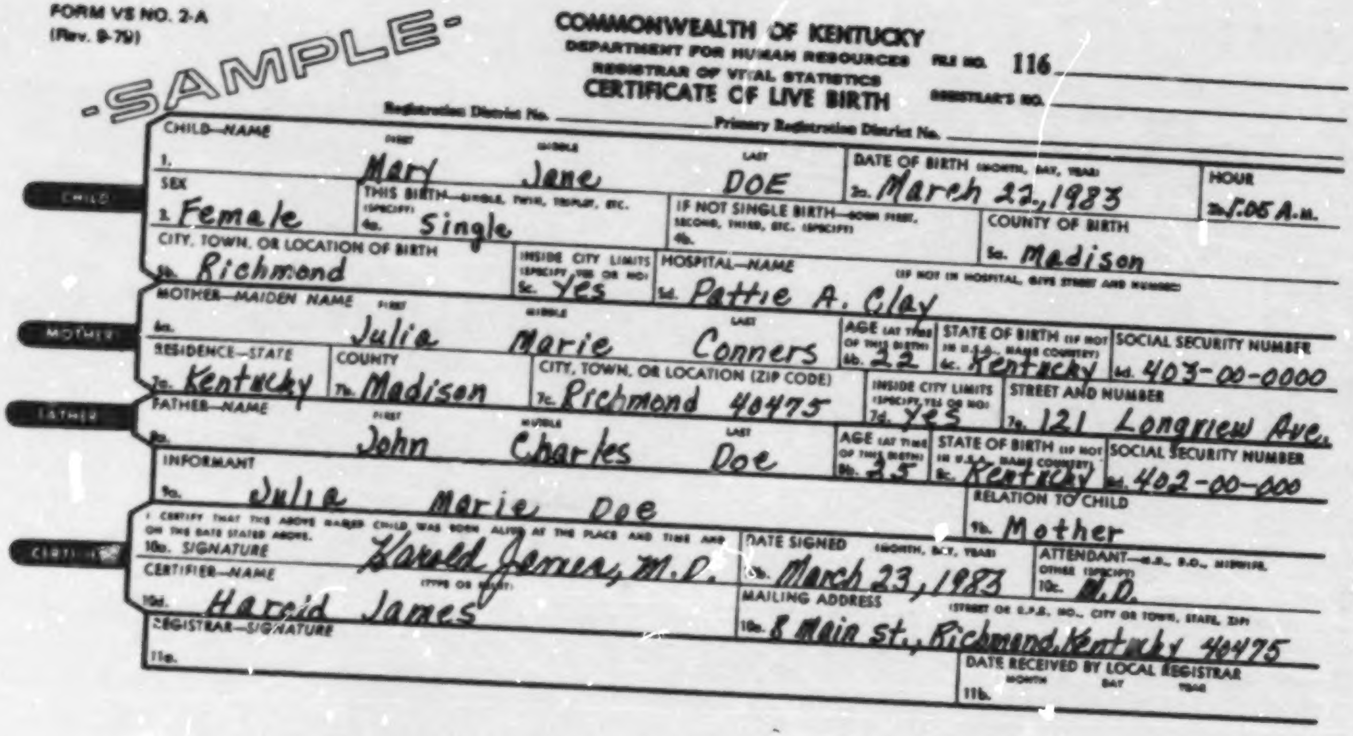
Task Assignment Sheet PA-H-38

Instruction Sheet I

FILLING OUT A CERTIFICATE OF LIVE BIRTH



FORM VS NO. 2-A
(Rev. 9-79)

-SAMPLE-

COMMONWEALTH OF KENTUCKY
DEPARTMENT FOR HUMAN RESOURCES
REGISTRAR OF VITAL STATISTICS
CERTIFICATE OF LIVE BIRTH

FILE NO. 116
REGISTRAR'S NO.
Registration District No.
Primary Registration District No.

CHILD

CHILD—NAME (FIRST, MIDDLE, LAST) 1. Mary Jane DOE
DATE OF BIRTH (MONTH, DAY, YEAR) 2a. March 22, 1983
HOUR 2b. 5:05 A.M.
SEX 3. Female
THIS BIRTH—SINGLE, TWIN, TRIPLET, ETC. (SPECIFY) 4a. Single
IF NOT SINGLE BIRTH—BORN FIRST, SECOND, THIRD, ETC. (SPECIFY) 4b.
COUNTY OF BIRTH 5a. Madison
CITY, TOWN, OR LOCATION OF BIRTH 5b. Richmond
INSIDE CITY LIMITS (SPECIFY YES OR NO) 5c. Yes
HOSPITAL—NAME (IF NOT IN HOSPITAL, GIVE STREET AND NUMBER) 5d. Pattie A. Clay

MOTHER

MOTHER—MAIDEN NAME (FIRST, MIDDLE, LAST) 6a. Julia Marie Conners
AGE (AT TIME OF THIS BIRTH) 6b. 22
STATE OF BIRTH (IF NOT IN U.S.A., NAME COUNTRY) 6c. Kentucky
SOCIAL SECURITY NUMBER 6d. 403-00-0000
RESIDENCE—STATE 7a. Kentucky
COUNTY 7b. Madison
CITY, TOWN, OR LOCATION (ZIP CODE) 7c. Richmond 40475
INSIDE CITY LIMITS (SPECIFY YES OR NO) 7d. Yes
STREET AND NUMBER 7e. 121 Longview Ave.

FATHER

FATHER—NAME (FIRST, MIDDLE, LAST) 8a. John Charles Doe
AGE (AT TIME OF THIS BIRTH) 8b. 25
STATE OF BIRTH (IF NOT IN U.S.A., NAME COUNTRY) 8c. Kentucky
SOCIAL SECURITY NUMBER 8d. 402-00-000

INFORMANT 9a. Julia Marie Doe
RELATION TO CHILD 9b. Mother

CERTIFIER

I CERTIFY THAT THE ABOVE NAMED CHILD WAS BORN ALIVE AT THE PLACE AND TIME AND ON THE DATE STATED ABOVE.
10a. SIGNATURE Harold James, M.D.
DATE SIGNED (MONTH, DAY, YEAR) 10b. March 23, 1983
ATTENDANT—M.D., D.O., MIDWIFE, OTHER (SPECIFY) 10c. M.D.
CERTIFIER—NAME (TYPE OR PRINT) 10d. Harold James
MAILING ADDRESS (STREET OR R.F.D. NO., CITY OR TOWN, STATE, ZIP) 10e. 8 Main st., Richmond, Kentucky 40475
REGISTRAR—SIGNATURE 11a.
DATE RECEIVED BY LOCAL REGISTRAR (MONTH, DAY, YEAR) 11b.

BEST COPY AVAILABLE

Instructor's Final Checklist

COMPLETING BIRTH CERTIFICATES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In completing a Certificate of Live Birth, the student:

		Accomplished	Not Accomplished
1.	Completed all items (with exception of "Registrar")..	☐	☐
2.	Typed or printed legibly in black ink................	☐	☐
3.	Did not make alterations or erasures.................	☐	☐
4.	Required the signature to be written.................	☐	☐
5.	Avoided abbreviations...............................	☐	☐
6.	Spelled entries correctly...........................	☐	☐

Task Assignment Sheet PA-H-39
Hospital Business Office Manager

Practical Arts

HEALTH OCCUPATIONS

TASK: FIGURING HOSPITAL COSTS

INTRODUCTION

Hospitals depend a great deal upon income collected from patients. They need this income to provide efficient services and to meet its day-to-day expenses. In this task assignment sheet you will learn how to figure hospital costs.

OBJECTIVE(S)

GIVEN a hospital rate chart and a case situation,

FIGURE THE TOTAL HOSPITAL COST.

THE TOTAL should be correct.

LEARNING ACTIVITIES

1. EXAMINE and DISCUSS the hospital rate chart in Instruction Sheet I, HOSPITAL RATES.

2. INTERVIEW someone who has been a hospital patient. FIND OUT the hospital services for which he/she was charged. REPORT to the class.

   or

   INTERVIEW an employee of a hospital business office. FIND OUT the hospital room rates. REPORT to the class.

3. PRACTICE figuring hospital costs. Your teacher will provide the necessary information.

4. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

You will be provided a hospital rate chart and a case situation.

Figure the total hospital cost.

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Instruction Sheet I

HOSPITAL RATES

Hospitals have a long master list of hundreds of charges. Here is a sample of some of the more common hospital charges:

HOSPITAL RATE CHART

ROOMS	RATE
Convalescent:	
--Ward (4 bed)	$ 75.00 per day
--Semi-private (2 bed)	90.00 per day
--Private	125.00 per day
--Operating	250.00 per hour
--Recovery	70.00 (flat charge)
--Intensive Care	300.00 per day
--Emergency	50.00 (flat charge)
OXYGEN	2.00 per hour
BLOOD: Processing - typing	50.00 per pint
separating	60.00 per pint
DRUGS AND MEDICINES	
--Aspirin	.50 per tablet
MEDICAL SUPPLIES	
--Gauze and tape	2.00 per wrapping
--Thermometer, bedpan, wash pan, and emesis basis	30.00 (flat charge)

Instructor's Final Checklist

FIGURING HOSPITAL COSTS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student figured the correct hospital cost.............	[ ]	[ ]

Practical Arts

HEALTH OCCUPATIONS

TASK: PREPARING HEALTH INSURANCE CLAIM FORMS

INTRODUCTION

Many patients carry some type of health insurance. When he/she visits the doctor, the secretary or receptionist fills out the necessary forms. In this task assignment sheet you will learn how to prepare a health insurance claim form.

OBJECTIVE(S)

GIVEN a case situation, a health insurance claim form, and a procedure code manual,

PREPARE THE CLAIM FORM.

ALL NECESSARY INFORMATION should be entered without error in the appropriate spaces, and X's should indicate where the patient's and insured's signatures must appear.

LEARNING ACTIVITIES

1. INTERVIEW three people to FIND OUT what types of health insurance they carry, such as hospital, surgical, dental, or accidental. REPORT to the class.
2. EXAMINE and DISCUSS the completed health insurance claim form in Instruction Sheet I, FILLING OUT A HEALTH INSURANCE CLAIM FORM.
3. MAKE a procedure code manual. Work with a small group. Your teacher will tell you more about this activity.
4. PRACTICE filling out a health insurance claim form along with the class. Your teacher will provide a blank form.
5. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

You will be provided a case situation and a blank health insurance claim form.

Prepare the claim form. Use the procedure code manual you prepared in Learning Activity 3.

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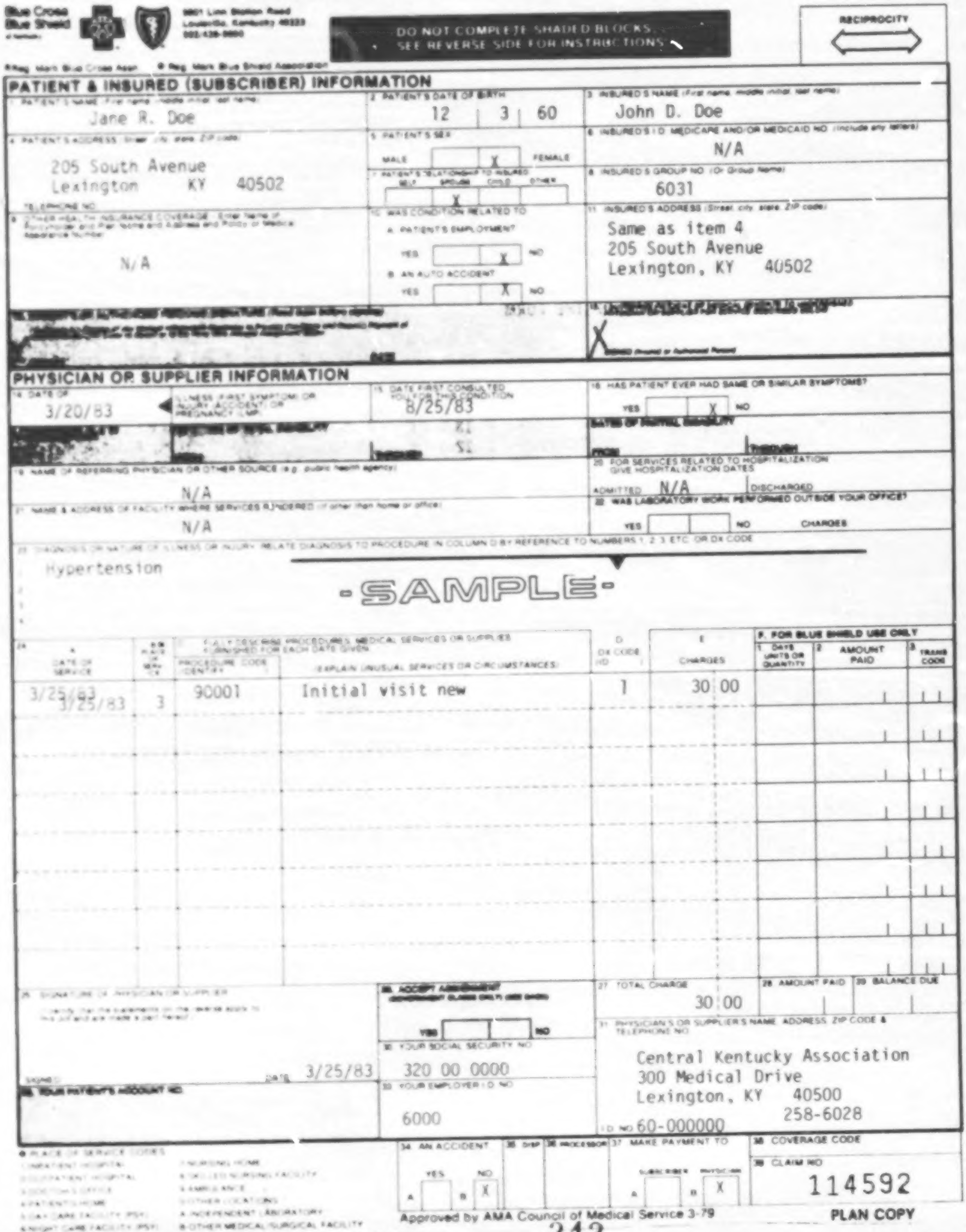
Instruction Sheet I

FILLING OUT A HEALTH INSURANCE CLAIM FORM



Blue Cross
Blue Shield

DO NOT COMPLETE SHADED BLOCKS
SEE REVERSE SIDE FOR INSTRUCTIONS

RECIPROCITY

PATIENT & INSURED (SUBSCRIBER) INFORMATION

1 PATIENT'S NAME (First name, middle initial, last name): Jane R. Doe

2 PATIENT'S DATE OF BIRTH: 12 | 3 | 60

3 INSURED'S NAME (First name, middle initial, last name): John D. Doe

4 PATIENT'S ADDRESS (Street, city, state, ZIP code):
205 South Avenue
Lexington KY 40502

TELEPHONE NO.

5 PATIENT'S SEX: MALE ☐ ☒ FEMALE

6 INSURED'S I.D., MEDICARE AND/OR MEDICAID NO. (Include any letters): N/A

7 PATIENT'S RELATIONSHIP TO INSURED: SELF ☐ SPOUSE ☒ CHILD ☐ OTHER ☐

8 INSURED'S GROUP NO. (Or Group Name): 6031

9 OTHER HEALTH INSURANCE COVERAGE: N/A

10 WAS CONDITION RELATED TO:
A. PATIENT'S EMPLOYMENT: YES ☐ ☒ NO
B. AN AUTO ACCIDENT: YES ☐ ☒ NO

11 INSURED'S ADDRESS (Street, city, state, ZIP code):
Same as item 4
205 South Avenue
Lexington, KY 40502

X

PHYSICIAN OR SUPPLIER INFORMATION

14 DATE OF: 3/20/83 ◀ ILLNESS (FIRST SYMPTOM) OR INJURY (ACCIDENT) OR PREGNANCY (LMP)

15 DATE FIRST CONSULTED YOU FOR THIS CONDITION: 8/25/83

16 HAS PATIENT EVER HAD SAME OR SIMILAR SYMPTOMS? YES ☐ ☒ NO

19 NAME OF REFERRING PHYSICIAN OR OTHER SOURCE (e.g. public health agency): N/A

20 FOR SERVICES RELATED TO HOSPITALIZATION GIVE HOSPITALIZATION DATES: ADMITTED N/A DISCHARGED

21 NAME & ADDRESS OF FACILITY WHERE SERVICES RENDERED (if other than home or office): N/A

22 WAS LABORATORY WORK PERFORMED OUTSIDE YOUR OFFICE? YES ☐ ☐ NO CHARGES

23 DIAGNOSIS OR NATURE OF ILLNESS OR INJURY. RELATE DIAGNOSIS TO PROCEDURE IN COLUMN D BY REFERENCE TO NUMBERS 1, 2, 3, ETC. OR DX CODE

1 Hypertension
2
3
4

-SAMPLE-

24 A DATE OF SERVICE	B PLACE OF SERVICE	C PROCEDURE CODE (IDENTIFY)	FULLY DESCRIBE PROCEDURES, MEDICAL SERVICES OR SUPPLIES FURNISHED FOR EACH DATE GIVEN (EXPLAIN UNUSUAL SERVICES OR CIRCUMSTANCES)	D DX CODE	E CHARGES	F. FOR BLUE SHIELD USE ONLY 1 DAYS UNITS OR QUANTITY	2 AMOUNT PAID	3 TRANS CODE
3/25/83 3/25/83	3	90001	Initial visit new	1	30 00			

25 SIGNATURE OF PHYSICIAN OR SUPPLIER (I certify that the statements on the reverse apply to this bill and are made a part thereof.)

SIGNED DATE 3/25/83

26 ACCEPT ASSIGNMENT: YES ☐ ☐ NO

27 TOTAL CHARGE: 30 00

28 AMOUNT PAID

29 BALANCE DUE

30 YOUR SOCIAL SECURITY NO.: 320 00 0000

31 PHYSICIAN'S OR SUPPLIER'S NAME, ADDRESS, ZIP CODE & TELEPHONE NO.:
Central Kentucky Association
300 Medical Drive
Lexington, KY 40500
258-6028

I.D. NO. 60-000000

32 YOUR PATIENT'S ACCOUNT NO.

33 YOUR EMPLOYER I.D. NO.: 6000

34 AN ACCIDENT: YES A ☐ NO B ☒

35 DISP

36 PROCESSOR

37 MAKE PAYMENT TO: SUBSCRIBER A ☐ PHYSICIAN B ☒

38 COVERAGE CODE

39 CLAIM NO.: 114592

PLACE OF SERVICE CODES
1 INPATIENT HOSPITAL
2 OUTPATIENT HOSPITAL
3 DOCTOR'S OFFICE
4 PATIENT'S HOME
5 DAY CARE FACILITY (PSY)
6 NIGHT CARE FACILITY (PSY)
7 NURSING HOME
8 SKILLED NURSING FACILITY
9 AMBULANCE
0 OTHER LOCATIONS
A INDEPENDENT LABORATORY
B OTHER MEDICAL/SURGICAL FACILITY

Approved by AMA Council of Medical Service 3-79

PLAN COPY

Instructor's Final Checklist

PREPARING HEALTH INSURANCE CLAIM FORMS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In preparing a health insurance claim form, the student:	Accomplished	Not Accomplished
1. Entered all necessary information without error in the appropriate spaces..................................	[ ]	[ ]
2. Indicated with X's where the patient's and insured's signatures must appear................................	[ ]	[ ]